

YOU CAN LEARN TO READ BRAILLE

MADELEINE SEYMOUR LOOMIS

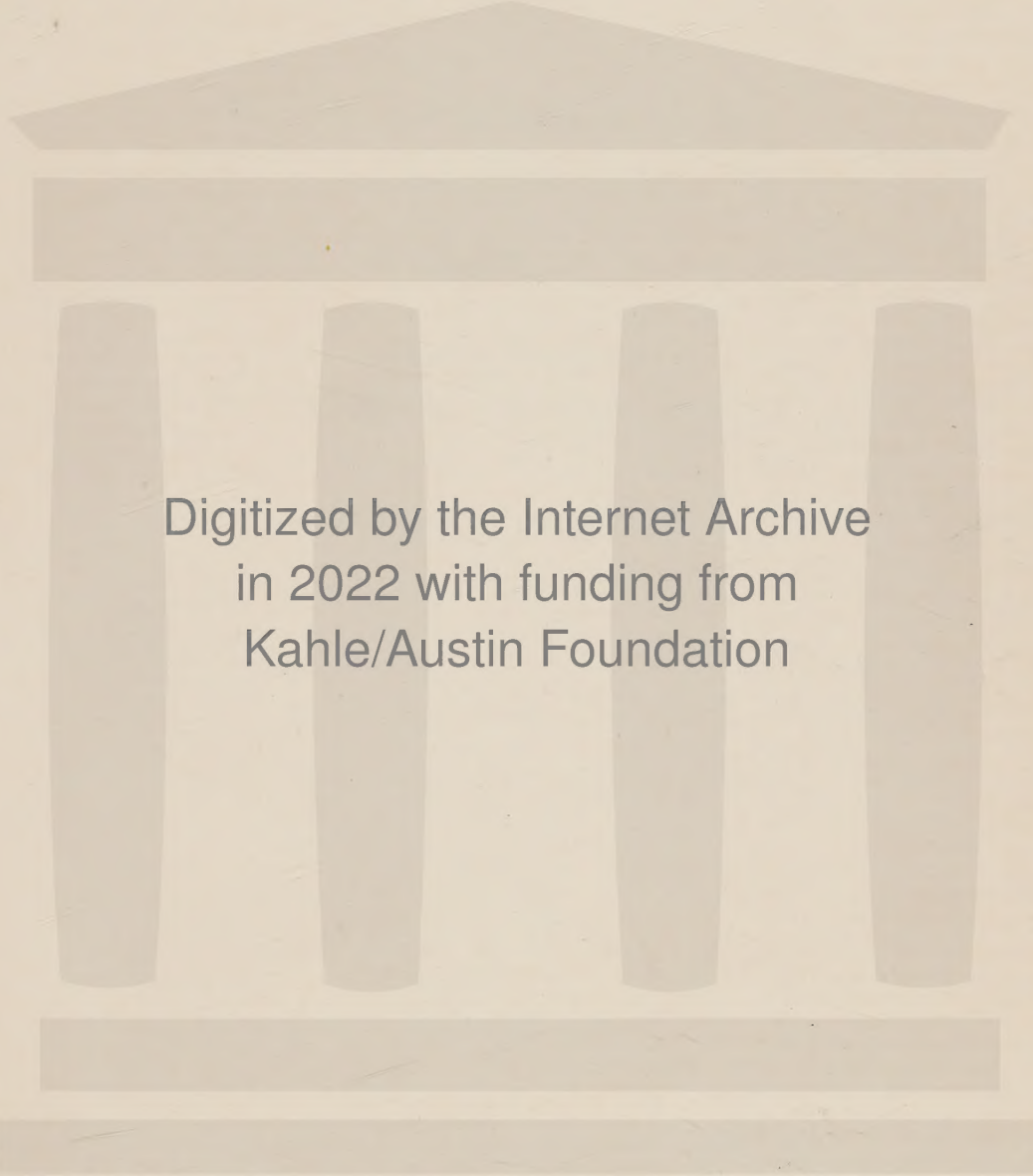
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YOU CAN LEARN TO READ BRAILLE

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A Course in Reading Standard English Braille
with the Assistance of *Any* Sighted Reader

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BRAILLE READER
TO ACCOMPANY INK-PRINT MANUAL

Embossed in Two Volumes



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BY MADELEINE SEYMOUR LOOMIS

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By the Same Author

**BRaille GRADE ONE AND A HALF
AND HOW TO LEARN IT
IN TEN LESSONS**

(Ink-print)

**STANDARD ENGLISH BRAILLE
IN TWENTY LESSONS**

(Braille and Ink-print Editions)

SEQUENCE AND SYLLABICATION

(Ink-print)

THE BRAILLE REFERENCE BOOK

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INTRODUCTION

It has often been said that one of the chief objections to the Braille system is that members of the blind man's family cannot teach him to read Braille without first learning the system themselves. This book is an attempt to offer a course in Braille in which the sighted reader-instructor does not require a knowledge of the Braille system. Any sighted person, or persons—for the same reader is not required to give the entire course—has but to read the book orally. Competent home teachers are available in many states, but many of the blind are located in small towns and inaccessible localities where they are unable to benefit by this instruction. If the student is in a position to secure the assistance of a home teacher, the book may still be used and the teacher greatly aided by the fact that the student can practice between lessons with guidance and assistance when necessary. If this course is being given with the aid of a reader-instructor, it is not necessary for the student to have the same reader each time; a reader beginning with any chapter will not be handicapped by the fact that he has not read the preceding chapters. He should, however, read the "Directions for Reader-Instructors" which appear on page XIV.

From 1917-1932, the official system for Braille reading and writing was known as Revised Braille Grade One and a Half; in 1932, Standard English Braille was adopted and, in its contracted form, is known as Grade II. Many readers of Braille are unfamiliar with the new system for two reasons: first, because of the fact that they are under the erroneous impression that it is very much more difficult and, secondly, because of the fact that instruction in the new system is not always available and the study of it is, therefore, unintentionally delayed and neglected. Supervised study and practice at specified intervals will bring very definite and astonishing results.

In recent years the amount of literature at the disposal of the Braille reader has increased tremendously: Congress has voted an annual appropriation for books for the adult blind, thus enabling the reader to benefit by a wide and diversified selection of the best of the older and also the present-day literature. Many magazines are also at the disposal of the blind reader, some of these are distributed free.* Among the recent additions to the magazines is **The Reader's Digest** (subscription not free). This, with its shorter and condensed articles on all subjects, is particularly good for the beginner who reads slowly and is easily discouraged. The books for the adult blind (Project, Books for the Adult Blind) are all embossed in Standard English Braille Grade II and, for this reason, Standard English Braille is strongly recommended. The list of distributing libraries for the books embossed with Government funds is given on page 156. These books are at the disposal of the blind of **all the states**.

This book is written primarily for adults who wish to learn Standard English Braille Grade II; a study of the first seven chapters, however, enables the student to become familiar with the signs and contractions used in One and a Half Braille. This latter system is not, however, a part of Standard English Braille. The extra practice necessary to master the art of reading Braille is not given until after all the contractions of Grade II have been explained and studied. The reading of Braille is greatly simplified by the additional contractions of Grade II. The average adult learning to read Braille has a better mentality than sense of touch, and the additional contractions, when once learned and memorized, lessen the work for

*A list of the outstanding magazines is given on page 158.

the fingers and enable the reader to pass over the words more quickly. When fingers pass over the words written in a smaller space and in a shorter time, the reader is given a more complete thought. Slow reading tends to lessen the continuity of thought—hence the inability to derive any pleasure from reading. Since most beginners and slow readers lose the trend of thought when confronted with long sentences, anything—within reason—which increases the speed tends to make reading more pleasurable. The additional contractions are of distinct advantage to the reader because many blind people who claim they cannot “read” Braille are familiar with the various signs but fail in their ability to recognize a large number of them quickly enough to carry the thought conveyed in a sentence. In Grade II there are fewer signs for the fingers to feel and the man’s chances of failing in his ability to “read” are greatly lessened. Those who already know Grade One and a Half Braille and wish to learn Standard English Braille Grade II should begin with Chapter VI. Both systems employ the sixty-three combinations made possible by the Braille cell of six dots.

All too many people are under the impression that Braille is something that must be studied when a child and cannot be mastered by adults. This is not true; many people over seventy years of age have learned to read Braille. The deciding factor is the individual himself and not his age. Courage and determination, and a genuine desire to learn to read, play a most important part. Constant practice is most essential and an hour or so of **daily practice** will bring very gratifying results. The moral support and stimulus of some person able to lend assistance—as the reader-instructor—have great value and give the necessary confidence and incentive.

The book is divided into chapters rather than lessons, as no two people learn to read Braille with the same speed and alacrity. The chapters are divisions of information rather than lessons. The time spent on the study of Braille, and not the number of pages studied, should be the deciding factor. Some people might require a month to master the first chapter; some more than a month; some might master it in even less time. The student should advance with his ability and repeat each line and exercise until he has mastered it. The student should work slowly and not advance from one step to the next unless he has learned the preceding information perfectly. To add further information and new signs to a confused knowledge of the preceding ones will make the study of Braille more difficult and jeopardize the student’s chances of being willing or able to learn to read Braille. The amount of work and the number of signs to be learned at a given time depend entirely on the aptitude of the individual. The student should be encouraged but never forced.

The words in the various exercises and sentences are written as they are always written in Grade II under the same conditions, for no word is used that contains a group of letters that future lessons will show is a contraction. The learning of additional contractions does not affect the writing of the words in the preceding chapters. All exercises conform to the official rules of Standard English Braille Grade II and are not personal decisions of the writer. Words in which it has been decided to omit the use of certain contractions which might be confusing to the reader represent the decisions of the American Braille Commission and are decisions that have been adopted by the Project, Books for the Adult Blind.

The value of learning to read Braille should not be overlooked nor underestimated; this point is best expressed by the late Sir Arthur Pearson*—himself blind—who wrote:

Without decrying the pleasure of being read to, there is for the blinded man a special delight in being able to read to himself, above all because in this way is provided a resource which enables him to fill in any unoccupied time when he happens to be alone. It gives him entrance to the world of books and brings back to him some of the independence he has lost.

There are many people in this country who would like to learn and can learn to read Braille with a little assistance from a sighted relation or friend. Dr. Harry Best in his valuable book entitled **Blindness and the Blind in the United States**** writes:

Of the blind of the entire country making reply to the inquiry as to their ability to read raised print, only three-tenths (30.0 per cent) answer in the affirmative. The reason for this relatively small proportion lies in large measure in the circumstance that so great a part of them lost their sight in middle and late life, and after the school age, or at a time when finger tips are calloused, and when there is often lacking the initiative, energy, zeal, or determination to begin a new and arduous undertaking. In only a smaller number of the States have there been organized efforts on a wide scale in this direction. A very real, and to a great extent neglected, task lies before the country in making such reading knowledge available for a larger portion of the blind.

A little daily practice with the assistance of any sighted person should bring the world of books within the reach of many who are now without it.

***Victory over Blindness**, Doubleday Doran & Co., 1919.

****The Macmillan Company**, 1934.

POSITION OF READING FINGERS



Photograph by Paul C. Mitchell

The average reader generally rests all fingers on the Braille giving the impression that the reading is being done with all the fingers.

USE OF THE HANDS IN READING

The average person when first starting to read Braille will, quite naturally, attempt to study the characters with only one finger. This is not only natural but also correct. The index finger is used first and, in the majority of cases, the left-hand index finger is more sensitive than the right. If the reader seems to prefer to use the right-hand index finger, he should be permitted to do so. As the reader progresses he may be inclined to use the index fingers of both hands; this is also natural.

The finger does not need to press the dots, but should touch them lightly; the Braille characters are so made that they may be felt by a slight pressure of the finger tip. The beginner will find it necessary to move the finger in order to study or recognize the various signs; this should be done by moving the finger tip up and down or across the character—a circular motion tends to destroy the recognition of the character.

The index and middle fingers are the chief reading fingers; the middle finger acts as a verifier of what the index finger reads. The use of a second finger comes when the student is more advanced and is able to read the character by passing over it. Many readers use both hands, but just as many read with only one hand.

Finger tips that are calloused can be softened and their sensitivity greatly increased by putting oil or vaseline on them at night and sleeping in gloves made for this purpose.

DIRECTIONS FOR READER-INSTRUCTORS

Read the printed pages to the student exactly as any book would be read orally—the text will act as a guide and give all the necessary directions. The book is written in the first person so that it will appear as though the reader were actually speaking the words instead of reading them from a book.

The **numbered lines** on the inkprint pages are the ones that are reproduced in Braille; they are word-for-word and line-for-line exactly the same on both the Braille and inkprint pages bearing the same page number. For example, if the student is unable to read the third word in the fifth line of a Braille page, the word will be the same as the third word in the fifth line on the same numbered inkprint page. In this way, the reader-instructor without a knowledge of Braille can aid the student whenever necessary.

Letters in darker type are contractions. A contraction is a Braille sign representing two or more letters. For example, if the student is unable to read the word “clear” and fails to recognize the third character, he may be told that the sign he is unable to read is a contraction and not a letter. In this way, he is greatly aided in his reading without being told the actual meaning of the sign unless it is absolutely necessary.

Letters in dark type separated by | are two contractions being written together—the line separates the contractions. Thus, st|ation shows that the word is composed of the contractions st and ation.


Two words joined by a bracket as “for the” are words that are written together without a space in Braille. The bracket shows the omission of a space on the Braille page.

The footnotes at the bottom of some of the pages, and which are indicated by an asterisk (*), are there for the benefit of the reader-instructor; they will probably answer a question the student will ask. The asterisks and the footnotes do not appear on the Braille page.

The characters in the upper right-hand corners, near the inkprint page numbers, are the Braille page numbers. After page twenty-one, most of the lines on the Braille pages are also numbered in Braille. Beginning with page 139, the Braille numbering of the lines is discontinued.

The numbered lines on pages 1-154 inclusive are the only ones that appear in the Braille section.

THE BRAILLE ALPHABET

- The Braille system is based on a cell formation of six dots, three high and two wide as follows:  (shown on the corresponding Braille page at the beginning of the first line.) From this cell there are sixty-three possible combinations.

- For the sake of convenience the dots are numbered: the upper left dot is No. 1; the middle left is No. 2; the lower left is No. 3; the upper right is No. 4; the middle right is No. 5 and the lower right is No. 6. On the Braille page, the dots are shown in the same order but preceded by the full cell of six dots so that the exact location of each dot may be more easily detected.

All letters of the alphabet contain an upper and a left-hand dot. The first ten letters are composed of the four upper dots; neither dot 3 nor dot 6 is used in the formation of these letters. I will put your finger on the first letter of the line (line 3) and will read the letters to you very slowly while you feel them and try to become familiar with them. Do not press down heavily with your finger nor make a circular motion, touch each character gently and, if you wish to move your finger, go up and down or across the character, but do not move your finger around in a circle. You will be inclined to use pressure, but you will feel the dots more clearly if you touch them lightly. We will now study the first ten letters:

3. a b c d e f g h i j
 (dot 1) (dots 1-2) (dots 1-4) (dots 1-4-5) (dots 1-5) (dots 1-2-4) (dots 1-2-4-5) (dots 1-2-5) (dots 2-4) (dots 2-4-5)

Study these letters carefully and practice reading them over and over. I will tell you which dots are in the various letters as we go over them again. When you have memorized these letters, see if you can read the next lines which contain the same letters only written in different order. Repeat each line many times before proceeding to the next:

4. e b j c f i d a g h
 5. f d a g e j b i c h
 6. c g e i d f h j a b
 7. b c f g j a i d e h
 8. a b c a c d b c e d
 9. c d e d e f e f g f
 10. g h g h i h i j i j
 11. b h a g i f e c d j

When you have practiced reading the preceding page many times and can recognize the first ten letters with comparative ease, try to read the following lines which contain the same letters only written more closely together:

1. j h a i f b d e c g
2. g h e i c b a f d j
3. j h d f e i c g b a
4. c b a d f e j h i g
5. g h j d f i e c a b

Do not take the various steps too quickly, but practice reading each line until you can do so easily. Going from one line to the next without being able to read the preceding ones without difficulty will only hinder your progress. Read each line many times and do not become impatient; memorizing the alphabet will take a little time.

If you feel that you have mastered the first ten letters we will study the second ten. The second ten are the same as the first ten with the addition of the lower dot, dot 3, each time. They are as follows:

6. k l m n o p q r s t
- (dots 1-3) (dots 1-2-3) (dots 1-3-4) (dots 1-3-4-5) (dots 1-3-5) (dots 1-2-3-4) (dots 1-2-3-4-5) (dots 1-2-3-5) (dots 2-3-4) (dots 2-3-4-5)

Don't hurry and don't get discouraged. You are learning something new and entirely different from anything you have ever had before; it is bound to be a little bewildering until you become accustomed to it. When you have learned the second ten letters, try to read them in different order as follows:

7. s p m k o t l r q n
8. t s k l r n q p o m

Continue reading these lines which contain the second ten letters of the alphabet. I will tell you which the various letters are when you fail to recognize them, but I'd rather not do so unless it is absolutely necessary.

1. m q s t l n o p q k

2. r s t o p q m n k l

3. o n k l m p r t s q

4. p o m l n t s k r q

Now practice reading the same letters written a little more closely together :

5. o l k p m q n s r t

6. n m p t r q s k l o

7. l o t m q l t n r s

8. q t o r m s n k l p

9. s t r p o k m l n q

10. m t l k t r s n q o

Now practice reading the next six lines which include the first and second ten letters of the alphabet:

1. g r d o k i s m b

2. a l c n e q f t h

3. f o g t d s a e n

4. j p i k o b c s l

5. t f a q b g k l d

6. c q e b f s l m o

Now practice reading the first twenty letters written more closely together:

7. s a g n k c o l p i t e

8. h j q a r l f t m j p s

9. g a h e i k j h b d f d

10. b d o g q s l i e r c f

11. m e t a k b h j n p e o

12. s r g b c t l k f m d n

The last six letters of the alphabet (with the exception of the letter **w**) are the same as the first five with the addition of the two lower dots, dots 3 and 6, to each character. Louis Braille was a Frenchman and, as the French alphabet does not contain the letter **w**, an arbitrary character was inserted. Here are the last six letters:

1. u	v	w	x	y	z
(dots 1-3-6)	(dots 1-2-3-6)	(dots 2-4-5-6)	(dots 1-3-4-6)	(dots 1-3-4-5-6)	(dots 1-3-5-6)

When you have studied these last six letters carefully, see if you can read them in a different order as follows:

2. y	v	z	u	w	x
-------------	----------	----------	----------	----------	----------

Now read the next two lines composed of the last six letters written more closely together:

3. x	w	z	y	u	v	x	z	w	y
4. z	y	x	u	w	v	x	v	y	z

You have now learned all the letters of the alphabet. The following lines contain all the letters:

5. b	x	c	t	y	o	l	j
6. w	s	i	m	z	f	q	o
7. p	a	u	d	h	v	n	e
8. r	i	g	j	h	b	c	t

Now read the letters written more closely together:

9. j	a	s	b	x	t	u	b	d	h
10. c	t	m	h	r	v	z	y	o	f
11. l	x	e	g	k	o	w	l	p	v
12. k	m	c	i	l	a	c	g	r	d

Now read the letters of the alphabet written more closely together :

1. h b e t u s g k l p v
2. n w a i s r m c d o v
3. y f j q h x i z e a l
4. g s e o p m a z q y i
5. d l u e g c a p o j v
6. k f g d n b o k r t s
7. a c y i j w v p k x e

Now read the following letters by groups of twos—two letters that appear together with the same spacing that is used between characters in words written in Braille :

8. ab ac ad af ed ef eg
9. ij ik ol mo op es ty
10. se re mn mp ps rs ut
11. qu al an el ov lu ix
12. wo za ja ko ok na ne

If you have memorized all the letters and can read them easily, try the following words composed of two letters each. These words are written with the usual Braille spacing between letters and are as close as the characters will ever be to one another. All of the words here—and in the exercises to follow—are written exactly as they will always be written in Braille; they will not be affected by contractions. No word is ever given if it is to appear in a subsequent lesson in a contracted form. Now read these words:

- | | | | | |
|-------|----|----|----|----|
| 1. up | at | on | if | my |
| 2. he | oh | ma | is | am |
| 3. we | no | he | ho | at |
| 4. if | an | on | pa | is |

The words in the next set are composed of three letters. Now try to read these:

- | | | | |
|---------|-----|-----|-----|
| 5. say | pay | may | lay |
| 6. way | hay | ray | man |
| 7. fan | pan | tan | van |
| 8. ban | ran | cut | hut |
| 9. rut | nut | put | hot |
| 10. got | cot | rot | dot |
| 11. tot | cat | bat | sat |
| 12. mat | pat | hat | fat |

Continue reading these words of three letters :

- | | | | |
|---------|-----|-----|-----|
| 1. rat | vat | dab | cab |
| 2. gab | nab | tag | nag |
| 3. rag | sag | wax | lax |
| 4. old | oil | wet | let |
| 5. set | fir | fur | all |
| 6. ale | ill | eat | ate |
| 7. ass | ago | ade | tee |
| 8. hop | tap | tip | cup |
| 9. add | eel | lee | egg |
| 10. big | bag | cad | fad |
| 11. dad | did | die | hie |
| 12. tie | lie | lay | may |

1.	bad	ade	add	age	ice
2.	bag	ace	fad	cad	gab
3.	gad	dig	big	did	hid
4.	jig	bee	dad	hid	gem
5.	ado	coo	too	job	rob
6.	mad	pad	lad	sad	tad
7.	bad	eat	ate	vim	wet
8.	aye	bye	tie	two	urn
9.	nor	ilk	oat	ore	cry
10.	met	job	bet	beg	keg
11.	all	ale	lee	lea	log
12.	see	sea	tea	pea	fee

Continue reading these words of three letters:

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1. | jet | net | pet | yet | dew |
| 2. | hew | few | new | sew | pew |
| 3. | rip | hit | nip | lip | sip |
| 4. | tip | fit | pit | log | fog |
| 5. | hog | dog | jog | tog | boy |
| 6. | coy | joy | toy | rig | jig |
| 7. | pig | fig | dig | rob | sob |
| 8. | cob | mob | fob | bag | jag |
| 9. | hag | fag | lag | sag | tag |
| 10. | bug | dug | hug | rug | mug |
| 11. | tug | gum | rum | hum | sum |
| 12. | bum | fun | run | bun | pun |

1.	sun	toe	doe	foe	hoe
2.	roe	woe	ton	son	don
3.	top	cop	lop	hop	mop
4.	pop	lie	pie	die	hie
5.	tie	vie	fib	rib	bib
6.	hip	ram	rim	jam	ham
7.	dim	yes	jig	air	ale
8.	map	sum	eel	ill	aim
9.	sip	elk	cue	due	hue
10.	sad	gem	hem	imp	fly
11.	bye	cup	pup	sup	leg
12.	keg	all	bat	ego	egg

The next set is composed of words containing four letters. These words, and also the preceding ones, will always be written this way in Braille. See if you can read the words of four letters, but do not attempt to do so until you are able to read the preceding ones quite easily :

- | | | | | |
|----------|------|------|------|------|
| 1. rake | fake | take | bake | cake |
| 2. lake | make | sake | wake | call |
| 3. ball | fall | gall | hall | mall |
| 4. tall | wall | came | dame | fame |
| 5. game | lame | tame | same | bang |
| 6. hang | pang | rang | sang | bold |
| 7. cold | sold | told | gold | fold |
| 8. tail | rail | sail | pail | jail |
| 9. mail | nail | bail | fail | wail |
| 10. damp | camp | lamp | vamp | gate |
| 11. late | rate | pate | hate | fate |
| 12. mate | date | cube | tube | mama |

1.	hill	mill	sill	pill	till
2.	fill	gill	rill	bill	nice
3.	lice	rice	dice	mice	vice
4.	soil	boil	coil	roil	toil
5.	foil	heel	feel	peel	reel
6.	sane	wane	pane	cane	tree
7.	pond	bond	fond	frog	glee
8.	flee	hull	lull	pull	bull
9.	full	week	meek	seek	peek
10.	sage	wage	cage	rage	page
11.	waif	bait	wait	gait	kite
12.	mite	bite	site	pose	rose

1.	hose	nose	fuse	muse	ruse
2.	vase	case	haze	maze	raze
3.	daze	joke	poke	jute	cute
4.	mute	roll	poll	toll	doll
5.	keep	deep	peep	weep	kill
6.	snap	snag	knot	lady	raid
7.	maid	laid	lamb	dumb	lump
8.	bump	hump	lazy	hazy	left
9.	life	wife	fife	lift	rift
10.	limb	lamb	lime	lily	code
11.	road	load	rode	loan	lock
12.	dock	rock	sock	mock	cock

Read these words if you are now able to read the preceding ones without too much difficulty:

- | | | | | | |
|-----|------|------|------|------|------|
| 1. | moon | boon | coon | soon | loon |
| 2. | boom | loom | doom | door | poor |
| 3. | moor | boot | loot | toot | coop |
| 4. | loop | hoop | cool | tool | fool |
| 5. | wool | bore | sore | core | tore |
| 6. | wore | worn | worm | morn | horn |
| 7. | corn | horn | torn | born | flog |
| 8. | clog | helm | lock | dock | rock |
| 9. | calm | balm | dawn | fawn | lawn |
| 10. | pawn | dirt | surf | turf | honk |
| 11. | monk | junk | grit | grip | grim |
| 12. | defy | rely | deft | left | debt |

Now read these words composed of five letters each :

- | | | | |
|-----------|-------|-------|-------|
| 1. floor | gloom | flute | field |
| 2. yield | skate | plate | place |
| 3. trace | slate | skirt | grape |
| 4. lemon | melon | reply | flirt |
| 5. floss | gloss | glass | guess |
| 6. pilot | piano | phase | woman |
| 7. hotel | easel | eagle | dunce |
| 8. cruel | crumb | cross | loose |
| 9. creek | crimp | craze | crawl |
| 10. truck | troop | scrub | scull |
| 11. crawl | lodge | logic | flood |
| 12. equip | demur | curve | curse |

PUNCTUATION AND NUMERALS

To denote a capital letter in Braille, the regular formation of the letter is used but preceded by dot 6, which is the capital sign. I will read the next few lines to you so that you can see how words are written when they begin with a capital letter.

- | | | | |
|----|---|------|-----|
| 1. | Capital sign—dot 6
(preceded by a full cell) | boy | Boy |
| 2. | girl | Girl | man |
| | | | Man |

The capital sign is not used for general literature in Great Britain.

For punctuation the formations of the first ten letters of the alphabet are used, only this time they are formed by the lower dots; in other words, the signs are dropped and do not contain either dot 1 or dot 4. On the Braille page the formations are again preceded by the full cell so that you may be fully aware of the exact location of the signs. Here are some of the punctuation marks:

- | | | |
|----|---|---|
| 3. | comma—dot 2 (dropped a)
(preceded by a full cell) | semicolon—dots 2-3 (dropped b)
(preceded by a full cell) |
| 4. | colon—dots 2-5 (dropped c)
(preceded by a full cell) | period—dots 2-5-6 (dropped d)
(preceded by a full cell) |

Now study these new signs and memorize them and then follow me with your fingers as I read the next few lines which show how these marks of punctuation are used:

5. A bad man.
6. I came, I saw.
7. A man says:
8. A sign; a colon.

Now read the next lines yourself:

- | | |
|------------------|--------------|
| 9. A big girl. | A big boy. |
| 10. A tall man. | A bad boy. |
| 11. A new doll. | A deep well. |
| 12. A sad woman. | A happy man. |

Also read these yourself:

- | | |
|-------------------------------|----------------|
| 1. A brave boy. | A big boat. |
| 2. He writes: | He claims: |
| 3. A boy, a boat, a horse. | |
| 4. A hot biscuit. | A cold salad. |
| 5. Two black dogs. | Five new hats. |
| 6. Ada seems extremely happy. | |
| 7. Jim sang well. | |

Here are more marks of punctuation:

- | | |
|--|--|
| 8. exclamation
mark—dots 2-3-5 (dropped f)
(preceded by a full cell) | parenthesis—dots 2-3-5-6 (dropped g)
(open and close are the same)
(preceded by a full cell) |
| 9. question mark & opening quotation—dots 2-3-6 (dropped h)
(preceded by a full cell) ● | |

You may wonder how you can tell the difference between the opening quotation mark and the question mark, but just remember that the question mark is used at the end of a sentence and the opening quotation is used at the beginning. If the sign, therefore, appears at the beginning it is the opening quotation; if it is used at the end it is the question mark.

The closing quotation mark is as follows:

10. closing quotation mark—dots 3-5-6 (dropped j)
(preceded by a full cell)

Now study the signs on lines 8, 9 and 10 and then read the following:

- | | | |
|--------------|----------|------|
| 11. Too bad! | Oh! | Fie! |
| 12. (A boy) | (A girl) | |

Now read the following:

1. He says: "No!"
2. A huge rock.
3. Does Joe swim well?
4. Does Anne ride a horse?
5. A bad report.
6. He holds a bad note.
7. Has Jim no vim at all?
8. He is seldom late.
9. Does Ida play golf well?
10. A man next door sells nice fruit.

Now you will learn the signs for the apostrophe and the hyphen. They are as follows:

11. apostrophe—dot 3
(preceded by a full cell)

hyphen—dots 3-6
(preceded by a full cell)

I will read the next line so you can see how they are used:

12. A boy's hat

tit-tat-to

Now read the following yourself:

1. A man's hat.
2. A girl's dress.
3. Bob has a title-role.
4. Alice uses make-up.
5. A dog's tail.
6. See Anne's new pug-dog.

For numerals the first ten letters of the alphabet are used. These letters are written exactly the same as usual except that they are preceded by the numeral sign which is as follows:

7. numeral sign—dots 3-4-5-6

The letter **a** preceded by the numeral sign is **1**, the letter **b** preceded by the numeral sign is **2**, the letter **c** preceded by the numeral sign is **3**, the letter **d** preceded by the numeral sign is **4**, et cetera. The letter **j** preceded by the numeral sign is **zero**. Now I will read the next two lines to you and you follow me with your fingers:

- | | | | | |
|------|---|---|---|----|
| 8. 1 | 2 | 3 | 4 | 5 |
| 9. 6 | 7 | 8 | 9 | 10 |

Each complete number requires but one numeral sign. Now follow me again while I read the next lines:

- | | | | | |
|---------|-----|-----|-----|-------|
| 10. 10 | 11 | 12 | 13 | 14 |
| 11. 20 | 21 | 32 | 43 | 54 |
| 12. 100 | 200 | 300 | 400 | 1,000 |

Now see if you can read the following numbers yourself:

- | | | | | | |
|-----|---------------|-----------|--------|-----|----|
| 1. | 5 | 8 | 3 | 9 | 1 |
| 2. | 2 | 4 | 7 | 6 | 10 |
| 3. | 21 | 33 | 44 | 11 | 16 |
| 4. | 87 | 93 | 61 | 75 | 42 |
| 5. | 13 | 59 | 38 | 15 | 95 |
| 6. | 100 | 101 | 102 | 103 | |
| 7. | 169 | 150 | 148 | 123 | |
| 8. | 1,000 | 1,008 | 1,589 | | |
| 9. | 11,000 | 12,693 | 22,691 | | |
| 10. | 231,593 | 579,479 | | | |
| 11. | 4,589,378 | 6,000,000 | | | |
| 12. | April 9, 1938 | | | | |

You have now had all the letters of the alphabet and some of the punctuation marks. In the writing of words you noticed that the letters in a word were written together, but that there was a space between words.

Now the signs that are used to represent the various letters of the alphabet—with the exception of **I** and **O**—are also used to express an entire word. You will never be confused and obliged to guess whether the sign is representing a letter or word, for the sign must be given the spacing of a word in order to represent a word. These letters never take their word meaning when used with other letters or contractions to form parts of words. This may seem a little confusing at first, but after you have read a few sentences, you will see how simple it is and how much more quickly you can read a sentence. Contractions give your fingers much less work to do.

The letters of the alphabet represent the following words:

- | | | | |
|---------------------|---------------------|------------------|----------------------------|
| 1. a —a | b —but | c —can* | d —do |
| 2. e —every | f —from | g —go | h —have |
| 3. j —just | k —knowledge | l —like | |
| 4. m —more | n —not | p —people | q —quite |
| 5. r —rather | s —so | t —that | u —us |
| 6. v —very | w —will* | x —it | y —you z —as |

Now spend a little time memorizing the words which the various letters represent. With the exceptions of **x** and **z**, the words begin with the letter that represents them, and they are all very common words.

The following sentences show you how these letters are used to express words:

7. **It is so very late.**
8. **So few people will go.**
9. **Do not do it.**

Now notice the difference in the two sentences that follow. They show how the contraction is omitted when another letter is added:

10. **Will does not like sodas.**
11. **William likes sodas.**

*Some organizations do not use the contraction when it represents the noun, but this is not according to the rules of the Braille system. The contraction may be used as both noun and verb.

Did you notice that when other letters were added the symbol represented the letter only? Now read those last two sentences again and study the difference between **Will** and **William**, and **like** and **likes**. Just remember that when the letter is given the spacing of a word, it is a word.

Now read a few more sentences which contain these letters that may also represent words:

1. **Do not go from that place.**
2. **You may as well do it.**
3. **We'd rather not do it.**
4. **Go as soon as you can.**
5. **Have you every tool you want?**
6. **Do help us if you can.**
7. **Will you help us?**
8. **He will not help John any more.**
9. **Seek more knowledge just as soon as you can.**
10. **More people will aid you.**
11. **Not just yet but soon.**
12. **We'd rather not go that way.**

Here is another set of sentences based on the same contractions. You may think that the exercises are long and that it is foolish to read so many sentences that are similar; but if you take the contractions slowly and become thoroughly familiar with them before attempting new ones, you will find that it will be much easier for you in the end, and that the additional practice was worth the extra time:

1. Do not have it quite so big.
2. Do not do it just yet.
3. Go very soon, if you can.
4. Have you a ticket?
5. He goes home every week.
6. Will he make a will?
7. Alice rather likes movies, but I do not.
8. Do you like people as well as Bill does?
9. He will soon go away.
10. We rather like it that way.
11. More knowledge is very welcome.
12. Get Jim more cans if you can.

Now read the next two sentences:

1. Ann seems **very just**.
2. **Do not go so soon**.

These letters take their whole-word meaning when used in well-known and familiar expressions such as **can't**, **you're**, etc. They also take their whole-word meaning when followed by apostrophe **s**. They take their whole-word meaning when used with the hyphen to form compound words. Here are some examples which I shall read to you while you follow me with your fingers:

- | | |
|-----------------------|-------------------------|
| 3. can't—c't | you'll—y'll |
| 4. you're—y're | it's—x's |
| 5. that's—t's | life-like—life-l |

Now practice reading these sentences which contain the apostrophe:

6. **That's more like it.**
7. *He is a **very happy-go-lucky** man.
8. **Will's people will** soon move away **from** Utah.
9. **You're very nice.**
10. **It's just too bad that you have not more knowledge.**
11. **It's so like you.**
12. **That's not very polite.**

You have already had some contractions. A contraction is a sign used to express more than one letter; sometimes the sign represents a part word, and then again some contractions represent whole words. The contractions which you have just had were represented by formations with which you were familiar; but there are other contractions which are represented by signs which are different from the letters of the alphabet. Here are six new contractions for you to learn and, in order to do so, you must memorize new signs. We will take three of them first. They are:

1. **and***—dots 1-2-3-4-6 **for***—dots 1-2-3-4-5-6 **of***—dots 1-2-3-5-6

Now study these new signs for a little while and then see if you can recognize them written in a different order. There is a greater space than usual between the signs so that you will be able to read them more easily.

2. **for** **of** **and** **of** **and** **for** **and** **of**

Since these contractions are represented by formations which are different from the letters of the alphabet, you would not be confused if they were used with letters to form words; they are, therefore, used as complete words or as part words. Here are a few words showing how the contractions may be used as part words:

3. **sand** **hand** **fort** **roof** **soft**

Now see if you can read the following words:

4. **hoof** **band** **form** / **force** **land** **forge**
 5. **forbid** **proof** **forty** **off** **coffee** **demand**
 6. **fortune** **candle** **loft** **effort** **forget**
 7. **so-and-so** **forgive** **oft** **office** **abandon**
 8. **fortify** **husband** **wand** **scandal** **vandal**

Now we will study the next two. They are used the same way as the three you have just learned. They may be used as a word or a part-word for they, also, have different formations from the letters of the alphabet. They are:

9. **the***—dots 2-3-4-6 **with***—dots 2-3-4-5-6

Study these new signs and, when you have memorized them, see if you can read the next lines which are composed of all five new contractions—used here as whole words only:

10. **for** **with** **the** **of** **for** **the** **and** **of** **and**
 11. **with** **and** **the** **with** **of** **for** **with** **for** **and**

*Word is written out followed by contraction on Braille page.

The contractions **the** and **with** may also be used as parts of words. See if you can read the following words which contain these two contractions:

1. **then** **withe** **theatre** **withal** **brother** **withdraw**
2. **other** **smoother** **theme** **pathetic** **thesis** **withe**

These five new contractions, **and**, **for**, **of**, **the**, and **with** may, when used as whole words, follow one another without a space. They are also written without a space when followed by the whole-word sign **a**. This method of writing the words enables you to read them more quickly. For example:

3. **with**^a a smile **for**^a the cause **the** ball **and**^a **the** top

Now see if you can read the following sentences by yourself? I will help you when it is necessary.

4. **For**^a **the** relief **of**^a **the** orphan boys.
5. **With**^a **the** usual smile.
6. **The** dog is **with**^a **the** man.
7. He **will** visit **us** **for**^a **the** next two weeks.
8. **With**^a a new uniform.
9. A man **and**^a a girl **with** two dogs.
10. Don't forget that you will not go **from** **the** office.
11. **With**^a **the** aid **of**^a all **of**^a **the** family.
12. **Then** **they** left **with**^a **the** bags.

There is another contraction which is used as both a word and part word. This contraction is **in** and it represents these two letters, whether they be used as a word or part word, and irrespective of sound in the latter case. On the Braille page the sign for this contraction is preceded by the full cell so that you may notice its exact location. It is:

1. **in***—dots 3-5

You will notice that the contraction is similar to the letter **i**, except that it is in the lower part of the cell. It is called a lower sign because it does not contain an upper dot—dot 1 or dot 4. This contraction varies in one respect from the other five in this lesson, namely, it is not written close to the word that follows. As you read Braille, you will find that there are times when the contraction **in** is not used. Stereotypers and transcribers have to abide by many rules which are made to simplify the system for the readers, and the use of lower signs is restricted under certain conditions. When you find that the contraction is not being used, it is due to one of these rules. Now see if you can read the following words:

- | | | | | | | | | |
|----|-----------------|---------------|---------------|----------------|--------------|--------------|-------------|-------------|
| 2. | tin | sin | pin | pine | fin | fine | line | rain |
| 3. | find | kind | mind | rinse | hint | pint | tiny | |
| 4. | paint | quaint | saint | faint | taint | ain't | | |
| 5. | maintain | pain | inside | inquire | mine | mint | | |

Can you read the above words easily? Then try these sentences:

6. **You may go inside with them.**
7. **Do dine with us if you can.**
8. **The wind gets worse every minute.**
9. **The odor of the pine trees is so nice.**
10. **They can see land on the other side.**
11. **Give Paul the old clothes you wore.**
12. **Theodore likes that theme.**

*Letters are written out, then followed by contraction on Braille page.

The contractions in the previous lesson are contractions that are used as word and part-word contractions. No matter how nor where they are used, they have but the one meaning. Now, there are also contractions that represent combinations of letters, combinations that do not make a complete word if used alone. Here are two of them:

1. ar*—dots 3-4-5

er*—dots 1-2-4-5-6

You will notice that these are new combinations for you to memorize. Study them awhile and then try to read the following words:

2. car bar far mar tar art hare

3. are arc arm war ere err tare

These contractions may appear in any part of the word; they are sometimes at the beginning, sometimes in the middle, or at the end. Now practise reading longer words with these new contractions:

4. hart dart cart mart hard vary

5. liar term germ hero fern tart

6. zero lark yarn roar rare harm

7. farm card lard soar harp herd

8. farce spare queer target error

9. merry sugar barber leer harder

10. rar|er fever spark dark hark park

Have you memorized the two new contractions, and can you read all the words? If so, then take the next three contractions. They are part-word contractions also and are used in the same way as the two you have just learned. They are as follows:

11. ed*—dots 1-2-4-6

gh*—dots 1-2-6

ow*—dots 2-4-6

*Letters are written out, then followed by contraction on Braille page.

When you have memorized the new signs, practice reading the following words:

1. fed bed led Ted row cow low

2. high sigh now edit edge reed

3. sled blow flow feed weed need

4. wed nigh town bred how night

5. blight fight might modern gown ow|ed

6. lighter bled bleed cede pledge

7. medal pedal owl howl growl pow|er

8. crowd clown tow|ard reduce* eight

9. deduce* foghorn* owner frown height

Now see if you can read sentences based on these contractions and also including some of those you have already had in the previous lessons:

10. Jim has a dark red car. A rare cart.

11. We own a very old farm.

12. How|ard and Robert will go with us.

*The use of certain contractions in some words might be confusing to the reader; for this reason, stereotypers and transcribers are given a list of words in which contractions should not be used. This is one of the words. The fact that a contraction overlaps the syllables in a word is not the deciding factor; many contractions are permitted to overlap syllables, but not if it might be confusing.

Now here are some more sentences based on the same contractions. Read these :

1. Tom won a medal; he is **quite** a hero.
2. Fred, on **the other hand**, is a coward.
3. **That** surely is a **very** queer parade.
4. He **now** has a new light brown tweed suit.
5. We **will** soon **have** snow, **so** buy a sled.
6. How **the** boy has grown! He is **now** five.
7. **That** is **quite** a novel sight.
8. **You** are not so **very** far from home.
9. **The** night is extremely dark.
10. We need eight more tarts **for** ^{the} picnic.
11. Jane **and her** other brother are **very** merry.
12. Remove **the** weeds **and** ^{the} flow|ers will grow.

There is just one more contraction that belongs in this group. It is **ing**. It differs, however, in one respect from the other contractions in this lesson: it is not used at the beginning of a word. The new sign is:

1. **ing***—dots 3-4-6

I will read you these few examples showing how the contraction is used in words:

2. sing ring ring|ing fling

When you have memorized the new contraction try to read the following words:

3. king kingdom bring bring|ing twinge
4. hinge ling|er fing|er mingle dingle
5. singe fringe single dingy ging|er
6. cringe ling|er|ing closing cling gingham
7. sing|er ring|er mingles making spring

Now read the following sentences:

8. The diva is sing|ing for the king.
9. Do not ling|er in the hall but mingle with the other people.
10. He told me that he'd bring us ging|er cake.
11. Her fing|er ring is made of gold.
12. See all the lovely spring flow|ers!

*Letters are written out, then followed by the contraction on the Braille page.

You are now going to learn seven more new formations. These formations represent word and part-word contractions but, unlike the contractions **and**, **for**, **of**, **the**, and **with**, the signs do not have the same word and part-word meaning. The first two are:

1. **ch*** **child***—dots 1-6

st* **still***—dots 3-4

When these signs appear with other letters and contractions to form words, they represent **ch** and **st**; but when they are given word spacing, they represent the whole words **child** and **still**. They are never given their whole-word meaning when used with other letters and contractions. The treatment of these contractions is similar to that used to distinguish the letters of the alphabet from the whole words they represent, only in this case, the Braille character represents two letters instead of one when used as a part word.

These contractions take their whole-word meaning when followed by apostrophe **s** and they also take their whole-word meaning when preceded or followed by the hyphen to form hyphenated words. For example:

2. **church** **child's** **ch|in** **st|ar** **chemist** **still-life**

Study the new signs and the examples for a while and then try to read the following words:

3. **catch** **latch** **patch** **match** **batch** **hatch**

4. **porch** **torch** **mar|ch** **par|ch** **lunch** **bunch**

5. **punch** **munch** **crunch** **butch|er** **cast** **fast**

6. **past** **last** **mast** **vast** **waste** **rest**

7. **stew** **st|ow** **step** **state** **stiff** **st|and**

8. **pest** **test** **stop** **stole** **stun** **choke**

9. **ast|er** **st|ern** **stay** **stab** **st|art** **st|ar|ch**

10. **chest** **street** **school** **ache** **stump** **Ch|ina**

11. **guest** **host** **post** **ghost** **cost** **frost**

12. **burst** **forest** **change** **orchestra** **st|and|still**

*Letters are written out, followed by contraction on Braille page.

Now we will take two more signs that are treated the same way as the two you have just learned. These two also represent whole and part words and take their whole-word meaning only when used as a word. They may, however, like the others, take their whole-word meaning when followed by apostrophe s or when joined by the hyphen to form hyphenated words. They are:

1. sh* shall*—dots 1-4-6 th* this*—dots 1-4-5-6

I will read the following sentence to you so that you may see how the contractions are used:

2. I th|ink I shall swim in this shallow water.

Now try to read these words yourself:

- | | | | | | | |
|-----|-------|--------|----------|---------|----------|----------------|
| 3. | shut | shot | sheet | shift | shun | shoot |
| 4. | shy | she | sh ow | sham | sh in | sh ine rush |
| 5. | shad | sh ed | ship | shop | shawl | shape |
| 6. | shaft | sh arp | shave | sh erry | sh eriff | shell |
| 7. | thick | third | thirty | thorn | mush | push |
| 8. | dish | wish | bishop | sheep | fish | shame |
| 9. | shake | for th | myth | thirst | than | th ink |
| 10. | th in | th ine | thief | three | throb | throw |
| 11. | threw | shoe | slush | hush | bush | sheer |
| 12. | shelf | shield | mishap** | shade | pith | |

*Letters are written out and followed by contractions on Braille page.

**This is one of the words in which a contraction is not used, as it would be confusing for the reader.

Now read these sentences :

1. The child passed her history test at school.
2. The sh|eriff arrest|ed the man that stole the car.
3. This shawl is now very th|in with age.
4. See the first st|ar of the night up in the sky.
5. He shaves with a very sh|arp razor.
6. Ch|arles has a late lunch.
7. Do not go quite so fast.
8. You need a rest, st|and still if you can.
9. Order the fish and the chops for the dinner.
10. The child's brother is asleep.
11. Shut the door quietly.
12. She can stay with us if she so wishes.

Now we shall study the last three of the seven contractions mentioned at the beginning of this chapter. These last three also have new formations for you to learn and, like the others, these signs have different word and part-word meanings. And, like all the others, the whole word begins with the two letters of the part-word meaning. The last three are:

1. **wh* which***—dots 1-5-6; **ou* out***—dots 1-2-5-6; **en* enough***—dots 2-6
(preceded by full cell)

I shall read you the next sentences so that you may see how the contractions are used:

2. **Which** whistle is **that**?
3. **Go out** and **sh|out** outside.
4. **You** do not play **enough** tennis.

In memorizing these contractions, notice that the sign for **en** and **enough** is similar to the letter **e** only in the lower part of the cell. It is easily remembered and similar to **in** which is the **i** dropped. In other words, **in** is **i** dropped and **en** is **e** dropped. **In** represents the same combination of letters when used as a whole word, but **en** means **enough** when used as a whole word.

Now try to read the words listed below:

- | | | | | | | |
|-----|---------------------|---------------------|-----------------------|------------------|---------|--------------------|
| 5. | cou ^h gh | bou ^h gh | rou ^h gh | th ^{ou} | four | sour |
| 6. | pour | tour | ou st | ounce | our | route |
| 7. | hen | pen | den | men | women | sent cent |
| 8. | lent | mental | men thol | mend | menial | given |
| 9. | why | whom | whole | while | whip | whim |
| 10. | wheel | white | whale | whirl | whisper | wh en |
| 11. | chicken | tent | renew** | whistle | bent | rent |
| 12. | fender | spender | tender | render | end | endow |

*Letters are written out then followed by contraction on the Braille page.

****A** word in which a contraction is not being used as it would be confusing for the reader.

Here are a few more words:

- | | | | | | | |
|----|---------|---------|---------|----------|-------|------|
| 1. | various | en ergy | outer | been | four | hour |
| 2. | endure | blend | routine | flourish | rouse | |

Now try to read these contractions in sentences:

3. Who is that sh|out|ing outside the door?
4. The newest plans are out-and-out failures.
5. The thirty-three books lay on the shelf.
6. The wheels of the cart are all broken.
7. She threw away all the old shoes.
8. Our route has not yet been chosen.
9. They are so poor they haven't a cent.
10. Seventeen dishes have now been broken.
11. The child chased the chickens out of the yard.
12. Pitch the tent down the street.

Now read these sentences :

1. The room is bare with|out the chest and the chairs.
2. Bad pupils often stay away from school.
3. The fringe of her costume is badly sing|ed.
4. It's a shame we can't wash all the dishes.
5. The moth ate holes in her white suit.
6. Ten ounces are enough for the present.
7. Pour the cou|gh syrup more slowly.
8. Why did you lend Jenny my pen?
9. The guests will arrive the first of Mar|ch.
10. The snow makes the trees look like ghosts.
11. The crystal of the watch is broken.
12. The bus knocked down the lamp post.

Before you study any more contractions there are a few signs which are used very often in Braille and which you must learn. You have learned most of the marks of punctuation and, should you care to refresh your memory, turn to pages 17-19 and review them with me. The additional signs are:

1. **Inner quotation, first part**—dot 6 and dots 2-3-6
(Preceded by full cell to show exact location)

This is a compound sign for it requires two cells to express it.

2. **Inner quotation, second part (or close)**—dots 3-5-6 and dot 3
(Preceded by full cell to show exact location)

Read the next lines showing how these signs appear when used with words. You will notice that the **single, or inner, quotation mark** is the same as the quotation except that the **first part** of the **inner quotation** is **preceded** by dot 6 and the **second part** is **followed** by dot 3. Notice these signs carefully as you read the following:

3. "office" 'fight' 'farm'
4. She wrote: "I shall see the play
5. 'Hamlet'."

You have already had the sign for the parenthesis, but there is also a sign for the **square bracket**. This sign is treated in the same way as the inner quotation. The sign at the beginning is the same as the one used for the parenthesis only preceded by dot 6. The close of the **square bracket** is the same as the parenthesis except that it is followed by dot 3. Here is the sign for the **square bracket**:

6. **Opening of square bracket**—dot 6 and dots 2-3-5-6
(Preceded by full cell to show exact location)
7. **Close of square bracket**—dots 2-3-5-6 and dot 3
(Preceded by full cell to show exact location)

A word in **square brackets** is written like this:

8. [fortune] [gaiety]

When a word is to be expressed in **italics**, the word is preceded by the **italic sign** which is as follows (preceded by a full cell for clarity):

9. **Italic sign**—dots 4-6

When words are italicized they are written as follows:

10. *and* *child* *soon* *God-speed*

If a passage of more than three words is in italics, the italic sign is doubled before the first word and a single italic sign is used before the last word of the passage that is italicized. Such passages read as follows:

1: Do see *The Mer|chant of Venice!*

A dash is represented by a repetition of the hyphen and is as follows—preceded by a full cell so that you can see its exact location:

2. Dash—dots 3-6 and dots 3-6

Now see if you can read the following sentence:

3. She planned a trip—but she didn't go.

Before we study any more new signs, see if you can read the following sentences which contain the signs you have learned in this chapter:

4. Have you studied Bunyan's

5. "Pilgrim's Progress"?

6. "Tell me," he asked, "who wrote

7. 'Romeo and Juliet'?"

8. She arranged for an hour of study—but

9. she did not open a book.

10. [The dusty road.]

11. They will christ|en the baby "John."

12. You have my copy of "Romola."

If you are not sure of all the new signs given in this chapter, go over them again and study them well before attempting to memorize any new signs. If you are ready to continue, I will give you some new ones.

The **accent sign** is a very useful sign in Braille. It does not denote any particular accent, but merely tells the reader that a letter bears an accent. This is used for words that are anglicized and appear in the English dictionary; it is not used for foreign words which are written differently. When a word appears in our dictionary, it is taken for granted that you will know which accent is used and that only a sign denoting an accent is necessary. The sign is as follows:

1. **Accent sign—dot 4** (On the Braille page the sign is preceded by a full cell.)

Now read the following words and note that they are written exactly as they were before except that the letter bearing the accent is preceded by dot 4.

- | | | |
|------------|------------|--------|
| 2. café | début | façade |
| 3. rôle | mélange | mêlée |
| 4. wing èd | jardinière | piqué |

The **letter sign** is a very useful and necessary sign in Braille. It is used for the purpose that the name implies; namely, to show that a sign—which may sometimes be used for other purposes—is representing a letter. The letter **p** when it stands alone means **people**. If it is to be written as a letter, some sign must be used to show you that the letter is not going to represent the usual contraction that it represents when it stands alone. The **letter sign** is as follows, and is preceded by the full cell so that you may sense its location in the cell:

5. **Letter sign—dots 5-6**

Now suppose you wished to write **X-rays**. The letter **x** when it stands alone means **it**; the letter sign is, therefore, used to show that the sign is representing the letter and not the contraction. Letters standing alone which begin with a capital and are followed by a period do not need the letter sign. Now see if you can read the following sentences after I have read the next line to you—follow me with your fingers:

6. **X-rays***

Now try to read the next ones yourself:

7. **You made a g* for a j* in writing "John."**
8. **Use a single l* in writing "vilify."**
9. **He didn't dot the i**.**
10. **P.S. Let us see you soon.**
11. **The U-boat* sank in very deep water.**
12. **She wore a V-neck* gown.**

*The single letter is preceded by the letter sign to prevent the letter from taking its whole-word meaning.

The letter sign is not needed here as **i does not represent a whole word when it stands alone.

In foreign languages, the signs which we use for contractions are used to express accented letters. When writing strictly foreign words or phrases no contractions are used, and the signs which generally denote our contractions are used to express the accented letters. When a foreign word contains an accented letter the entire word is preceded by the **letter sign**, which shows that signs ordinarily used for contractions are now being used for accented letters.

When a foreign **word** is preceded by the **letter sign** it shows that a sign ordinarily used for a contraction is being used for an **accented letter** and the sign represents a particular letter with a particular accent. Our **accent sign** does not show which accent is being used but, in foreign words, the manner of writing them is more specific.

Now you read the signs and I will tell you which letter and accent is represented by the various signs. They are as follows:

- | | | |
|---|---------------------------------|-----------------------------------|
| 1. dots 1-2-3-4-6—ç
(c cedilla) | dots 1-2-3-4-5-6—é
(e acute) | |
| 2. dots 1-2-3-5-6—à
(a grave) | dots 2-3-4-6—è
(e grave) | dots 3-4—î
(i grave) |
| 3. dots 3-4-6—ò
(o grave) | dots 2-3-4-5-6—ù
(u grave) | dots 1-6—â
(a circumflex) |
| 4. dots 1-2-6—ê
(e circumflex) | dots 1-4-6—î
(i circumflex) | dots 1-4-5-6—ô
(o circumflex) |
| 5. dots 1-5-6—û
(u circumflex) | dots 1-2-4-6—ë
(e diaeresis) | dots 1-2-4-5-6—ï
(i diaeresis) |
| 6. dots 1-2-5-6—ü
(u umlaut & diaeresis) | dots 3-4-5—ä
(a umlaut) | dots 2-4-6—ö
(o umlaut) |
| 7. dots 3-4-5—æ | dots 2-4-6—œ | |

I will read the next line to you and you follow me with your fingers so that you can see how foreign words are written:

8. über étoile élève

The **letter sign** is also used in cases where it is necessary to distinguish between a letter and a number. Follow me while I read the next line:

9. 142a 16b 64c

Without the letter sign the above numbers would read as 1421, 162, and 643.

Remember that a letter which begins with a capital and is followed by a period does not have a letter sign. For example, T. B. Smith does not have a letter sign before the two initials.

You have already had the capital sign which is used to show that the first letter of the word is capitalized. Very often, however, words are written in **all capital letters** and, in such cases, the capital sign is **repeated** before the word. When a word is preceded by **two capital signs**, it means that **every letter of the word** is capitalized. See if you can read the following examples:

1. **AND** **HAPPY-GO-LUCKY** **PEOPLE**

Roman numerals are treated as capital letters and, if more than one letter is used, a **double capital sign** is necessary. I will read the next line to you and you follow me with your fingers:

2. **I** **II** **III** **IV** **V**

A single sign when used to denote more than one letter requires a **double capital sign**. Now see if you can read the following:

3. **VERY** **IT** **LESSONS V and X**
 4. **XIV** **KNOWLEDGE** **IT'S**

(Braille books embossed in Great Britain show Roman numerals expressed by using the letter sign instead of the capital sign.)

The **ellipsis** denotes omitted matter and is expressed by three consecutive dots 3 and is treated and punctuated as a word, like this:

5. "Love is life's . . . sign"
 6. ". . . life's only sign"

The **asterisk** is preceded and followed by a space except when it is used as a note reference and followed by a numeral. The sign—which is shown preceded by a full cell—is as follows:

7. **Ast|erisk**—dots 3-5 and dots 3-5
 (preceded by full cell)

It is used like this—follow me with your fingers while I read the next two lines to you:

8. **LESSON*** **W. Green***
 9. **1*** **2*** **3***

The **dollar sign** and **decimal-point sign** are also necessary in Braille and are expressed as follows. They are both preceded by a full cell:

10. **Dollar sign**—dots 2-5-6 **Decimal-point**—dots 4-6†
 (preceded by full cell) (preceded by full cell)

Now see if you can read the next two lines yourself.

11. **\$1.00** **\$1.50**
 12. **\$.50** **\$.75**

†You will not confuse this with the italic sign, for the italic sign appears **before** a word and the decimal-point appears **after** the numeral sign.

Now read the following:

- | | | | |
|----|--------|---------|---------|
| 1. | 8.56 | .9 | .10 |
| 2. | \$5.50 | \$25.75 | \$13.25 |
| 3. | .7 | 5.43 | \$1.35 |

A **fraction-line sign** is used to separate the numerator and the denominator of a fraction. The sign is as follows:

4. Fraction-line sign—dots 3-4

Follow me with your fingers while I read the next line to you so that you may see how fractions are written:

5. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{8}{9}$

In writing **mixed numbers**, the fraction is joined to the whole number by a hyphen; the numeral sign is not repeated before the fraction. Follow me with your fingers while I read the example which follows:

6. $4\frac{1}{2}$

Now see if you can read the next lines yourself.

7. $\frac{5}{8}$ $\frac{2}{3}$ $\frac{9}{10}$
8. $100\frac{1}{2}$ $1\frac{7}{8}$ $22\frac{1}{4}$
9. She owes F. H. \$2.75.
10. He has a \$15-a-week job.
11. Do buy her new book* which is just out.

-
12. *The title is "Sunrise."

Symbols of **abbreviations of value or measurement** are sometimes used and **precede** the numeral sign. I will read an example to you so you may see how they are used; follow me with your fingers.

1. 3 lbs.

The list of abbreviations which are used are as follows:

- | | | |
|--|--|--|
| 2. pound sterling — l
(preceded by full cell) | shillings — s | pence — d
(preceded by full cell) |
| 3. guineas — gs | cents — c
(preceded by full cell) | mills — m |
| 4. francs — fr | marks (reich) — rm | |
| 5. rupees — rs | tons — t | hundredweight — cwt |
| 6. quarters — qr | pound weight — lb | ounces — oz |
| 7. yards — yd | feet — ft | inches — in
(preceded by full cell) |
| 8. gallons — gal | quarts — qt | pints — pt |
| 9. hours — hr | minutes — min | |

In a sequence of related terms only the abbreviation for the larger quantity is used, and the lesser quantity, with the numeral sign, follows close up. Follow me with your fingers while I read the next line to you:

10. 3 lb. 1 oz.
11. °(degree)—dg, followed immediately by the numeral sign.
12. % (**per cent**)—middle c, p, followed immediately by the numeral sign.

1. § (section sign)—s followed by dot 3, followed immediately by the numeral sign.
2. ¶ (paragraph mark)—par followed immediately by the numeral sign.
3. =(equals sign)—two middle c's (dots 2-5, 2-5) preceded and followed by a space. (preceded by a full cell)

When the saving of space is essential, and the meaning obvious to the reader, references are often contracted. Chapter 4, page 50, line 8 is then written ch4 p50 18; or Volume I., pp. 9-15 is written v1 pp9-15. Hebrews VI. 9 may be written Heb.6 9 (the numeral sign is repeated before the 9 so that it is not read as 69).

Now read the following sentences:

4. Edith has 10 yards of fine lace.
5. Joe will get 2 lbs. of coffee.
6. A. J. Smith is a fine transcriber.
7. Lesson XXV is very short.
8. George VI is King of England.
9. "AS YOU LIKE IT."
10. Do go—but not if you have other plans.
11. The prize is for you and *not* Jessie.
12. The stock is worth \$50.75 a sh|are.

Now read the following:

1. Recite “Wh|en in the course of human . . .”
2. Did you see the new U-boat*?
3. The man is very blasé.
4. She made her début in a new opera.
5. The number of her house is 166a.**
6. Spell “Fred|erick” with a “k.*”

You may find poetry written in several ways in Braille. Sometimes each new line of a verse starts on a new line as in letterpress, and sometimes it is written as prose with three clear spaces between the lines of verse. Then again, a **poetry-line** sign is used. When the capital sign is used in general literature—as in books embossed in the United States—it is not used as much as it is in English books which do not use the capital sign. It is, however, wise to learn the sign so that you will be familiar with it. The **poetry-line** sign is dots 3-4-5, the same sign you have been reading as the contraction **ar**. As the **poetry-line** sign it appears at the end of a line. If the line of poetry ends with a punctuation mark, the sign follows **immediately** without a space. If the line does not end with a punctuation mark, the sign is preceded by a space.

When poetry is written as prose and does not follow the letterpress, you will generally find it written like the following little verse. Read it yourself and become familiar with the spacing:

7. The violet loves a sunny bank,
8. The cowslip loves the lea, The scarlet
9. creeper loves the elm, But I love—
10. thee.
11. —Bayard Taylor

*Letter sign is used to prevent the single letter from taking its usual whole-word meaning.

Letter sign is used to prevent the letter **a from being read as the numeral 1.

When the **poetry-line sign** is used, you will find it written this way :

1. **The** violet loves a sunny bank,<sup>P-L
Sign</sup> **The**

2. cowslip loves **the** lea,<sup>P-L
Sign</sup> **The** scarlet

3. creeper loves **the** elm,<sup>P-L
Sign</sup> **But** I love—

4. **thee.**

5. —Bayard Taylor

A **double poetry-line sign** is sometimes used to denote a change from prose to poetry.

With the knowledge of Braille you have now acquired, you would be able to read books written in Grade One and a Half, although you have not yet had practice in reading with single spacing. Grade One and a Half does not contain the contractions **ch**, **st**, and **enough**. Do not make the mistake, however, of stopping here. It will take you a little longer to learn the additional contractions, but it is well worth the effort, as it will make reading so much easier for you in the end.

You must remember that from the Braille cell of six dots, only sixty-three combinations are possible, and you have no additional formations for your fingers to recognize in Grade II. The additional contractions will reduce the number of signs that your fingers must feel in order to read a word. With fewer signs you will be able to read more rapidly. This last lesson is far more difficult and confusing than any of the lessons to follow; these various marks of punctuation and abbreviations appear in Grade One and a Half Braille as well as in Standard English Braille Grade II.

The chances are that your mind is very much more highly trained and is far keener than your sense of touch. You will read more easily when your fingers do not have so much to do. When you have learned the additional contractions, they will become more or less second nature to you, and you will read them with very little effort and, at the same time, your fingers will have a minimum number of signs to feel in order to read a word.

Of the remaining contractions, seventy-three are abbreviated words; many of these abbreviations you will recognize such as **pd** for **paid**. These abbreviations are very easily memorized. **Do not make the mistake of stopping your study here.**

Now we come to what are known as compound contractions, contractions that require two cells to express them. In spite of the fact that these contractions require two cells to express them, they save a great deal of space and greatly reduce the number of signs that are used in a word. You will soon begin to realize that the fewer signs a word contains the more quickly will you be able to read it.

You, of course, know that the letter **e** means **every** when it stands alone and that, unless it is treated as a word and given word spacing, it means only the letter. If the letter **e** could also represent **every** as a part word, you would never know when the sign was representing the letter and when it was representing the contraction. Now if the letter is preceded by dot 5, there is no danger of its being confused with the letter and, therefore, the combination of the letter and dot 5 can not be confused with the letter and can be given another meaning.

For example: dot 5, **d** means **day** and this contraction may be used as whole word or part word because the dot 5 indicates the compound contraction. I'll read the next line to you so that you may see how the contraction is used:

1. **day***—dot 5, **d** **Dayton** **Sunday** **daylight**

Now can you read the following words yourself?

2. **Tuesday** **holiday** **day-st|ar** **dayflow|er**
 3. **Monday** **Wednesday** **Thursday** **Friday**
 4. **play-day** **daysman** **lackaday** **dogdays**

Now read these sentences:

5. **What day of the** week is it?
 6. **It is Christmas Day and** a holiday.
 7. **They will** sail next **Wednesday**.
 8. **He is going home next Tuesday**.

Now learn the next three contractions:

9. **ever***—dot 5, **e** **father***—dot 5, **f** **here***—dot 5, **h**

You see the word begins with the letter used in the contraction, a fact which should help you to memorize these contractions beginning with dot 5. These are called Initial Contractions because the initial letter of the word is used. You are not really having to learn new formations for you already know the letters of the alphabet. These same letters are being used again, only this time preceded by dot 5.

*Word is written out on Braille page, followed by the contraction.

Now see if you can read these words, but first be sure that you have memorized the new contractions:

- | | | | | |
|-----------------|-----------------|-------------|-----------|---------|
| 1. ever | never | sever | clever | fever* |
| 2. several | revere* | reverse* | beverage | |
| 3. everglade | reverie | father | godfather | here in |
| 4. grand father | father-in-law** | hereat | hereby | |
| 5. everyday | everybody | everyth ing | lever | |

The next three of these contractions are:

- | | | |
|---------------------|------------------|--------------------|
| 6. know***—dot 5, k | lord***—dot 5, l | mother***—dot 5, m |
|---------------------|------------------|--------------------|

When you have memorized these, try to read the following words:

- | | | | | |
|----------------|-----------|--------------|-----------------|----------|
| 7. knows | land lord | grand mother | smother | motherly |
| 8. acknowledge | lordly | lord ship | mother-in-law** | |

The next three are:

- | | | |
|---------------------|-----------------|------------------|
| 9. name***—dot 5, n | one***—dot 5, o | part***—dot 5, p |
|---------------------|-----------------|------------------|

Study these carefully and always remember do not attempt to learn anything new until you have fully memorized and understand what you have already had. It is far better to repeat exercises and learn more slowly than it is to advance too quickly and become confused and uncertain about the contractions. Repeat an entire lesson if necessary, for that is giving you extra practice and is time well spent. Now read the following words which contain the contractions you have just learned:

- | | | | | |
|-------------|----------|-----------|-----------|--------|
| 10. party | partly | name | named | names |
| 11. partial | partake* | departure | done | none |
| 12. bone | cone | tone | telephone | st one |

*Contraction is not used in this word as it might be confusing to the reader.

**Rules governing lower signs do not permit the in contracted in this word.

***Word is written out on Braille page, followed by the contraction.

- | | | | | |
|----------------|----------|------------|----------|----------|
| 1. alone | money | namesake | monetary | |
| 2. colonel* | anemone* | erroneous* | bayonet* | |
| 3. postpone | hone st | honey | throne | pioneer* |
| 4. marionette* | coronet* | prisoner** | stoned** | |

The next three are:

5. right***—dot 5, r some***—dot 5, s time***—dot 5, t

Memorize these and then read the following words:

- | | | | |
|-----------------|--------------|----------|-----------|
| 6. lone some | bright | fright | fright en |
| 7. fright en ed | bright en ed | day time | some time |
| 8. some times | somebody | lifetime | sprightly |

Now learn the last three:

9. under***—dot 5, u work***—dot 5, w young***—dot 5, y

Study these and then read the following words:

- | | | | | |
|-----------------|-----------|-----------|-----------|-------|
| 10. asunder | blunder | th under | work ers | works |
| 11. workman | undergo | young er | youngest | |
| 12. young st er | Mr. Young | undertake | sunder ed | |

*Words in which it has been decided that the use of the contraction would be confusing to the reader.

Notice that the contractions **er and **ed** are used in preference to the contraction **one**.

***Word is written out on Braille page, followed by the contraction.

I shall now repeat all the contractions that are represented by the various letters of the alphabet when preceded by dot 5. I shall read them very slowly so that you will be sure to have them firmly fixed in your mind.

Dot 5, d is **day**. Dot 5, e is **ever**. Dot 5, f is **father**. Dot 5, h is **here**. Dot 5, k is **know**. Dot 5, l is **lord**. Dot 5, m is **mother**. Dot 5, n is **name**. Dot 5, o is **one**. Dot 5, p is **part**. Dot 5, r is **right**. Dot 5, s is **some**. Dot 5, t is **time**. Dot 5, u is **under**. Dot 5, w is **work**. Dot 5, y is **young**.

Remember that these compound contractions are used as both words and part words. As part words their use is restricted only when the use of the contraction might confuse you in your reading. You have already had some of the words in which the contractions are **not** used. This is being done for your benefit and to simplify the reading of Braille.

Now try to read the following words which contain all the contractions we have just had:

- | | | | |
|----------------|----------|-----------|-----------------|
| 1. hand somely | hone st | adhere | fever* |
| 2. partridge | evermore | Friday | copyright |
| 3. upright | unknown | partisan | part erre |
| 4. participate | pastime | work shop | mother-in-law** |
| 5. coronet* | namely | hand some | impartial |

Now read these sentences:

6. The Colonel* will depart next Sunday.
7. Mrs. Jones and her mother are young and hand|some.
8. Do you know if she knows that her father has gone?
9. The land|lord needs more workmen.
10. The bad th|under|storm fright|en|ed every one.
11. We rarely ever have bad storms here.
12. Will you work here some|time next Saturday?

*Words in which it has been decided that the use of the contraction would be confusing to the reader.

Rules governing lower signs do not permit the **in contracted in this word.

Here is another exercise of sentences based on the same contractions as the one you have just read:

1. Our work|ers here work only four days.
2. One of the young|st|ers is nicknamed "Honey."
3. The other part of the work is now done.
4. The copyright expires some|time next month.
5. She is so hone|st and upright every one likes her.
6. Jim's fever* is still high.
7. Do you know of anyth|ing we can do?
8. She will sing the part entirely alone.
9. What time is it now?
10. Kindly tell me her name.
11. Her father and mother still live in Dayton.
12. He is under the automobile work|ing on it.

*Contraction **ever** is omitted as it is considered confusing to the reader.

In the previous lesson you had compound contractions composed of dot 5 preceding certain letters of the alphabet. In this lesson you will learn additional contractions also composed of dot 5 and another sign. This time the dot 5 will precede a character you have already used as a contraction. There are five of these contractions and they may be used as word or part-word contractions. The first two are:

1. **there***—dot 5, **the**

where*—dot 5, **wh**

Now study these and note well that they are formed by using the first two letters of the contraction. You already know the contractions and must recognize the fact that they used to represent the first two letters that begin the words. By preceding the sign with dot 5 it can take another meaning and not confuse you.

See if you can read the following words:

2. **there|fore**

whereas

where

thereby

3. **therefrom**

there|of

thereon

theretofore

4. **there|under**

there|withal

whereat

wh|er|ever

You may be aided in remembering these words when I call your attention to the fact that the words ending in **ere** are contractions preceded by dot 5: **here**—dot 5, **h**; **there**—dot 5, **th**; **where**—dot 5, **wh**.

The last two of these contractions are:

5. **character***—dot 5, **ch**

through*—dot 5, **th**

ought*—dot 5, **ou**

Like the other contractions preceded by dot 5, these are used as word and part-word contractions, and the symbol that follows dot 5 is the same character that would be used to express the first two letters of the word. Now memorize these contractions, and then read the next group of words:

6. **through|out**

bought

sought

fought

nought

7. **th|ought**

characterize

characterized

characteristic

*Word is written out on Braille page followed by contraction sign.

Now read these sentences:

1. Wrought iron is the purest form of iron
2. known in the arts.
3. Is this the place where they fought?
4. No, this is not the place; it is over there.
5. Our chairs have not been brought over from
6. the old house we have just left.
7. This drou|ght* is far worse than the other.
8. There is no hope for the crops.
9. Where is the man who sat over there alone?
10. They gathered** there in the usual place.
11. We bought the chairs through a friend.
12. What a strange character she is!

*Contraction for **ought** is not used in this word because of the complete change in sound.

Contraction **there is not used in words like this; it takes no more space to write it the way it is written and it is much more readable.

In this lesson you will learn some additional compound initial contractions. The first part of these contractions is dots 4-5 followed by the first letter or letters of the words they represent. The other compound contractions you had began with dot 5; these begin with dots 4 and 5.

Here are the first two of these new contractions. I will read them to you while you follow me with your fingers:

1. **upon***—dots 4-5, u **word***—dots 4-5, w

These may be used as word or part-word contractions. When you have memorized them, try to read the following words:

2. **there|upon** **word** **word|ed**

There are not many words in which these contractions appear as part words. Now we will study the last three, which are:

3. **these***—dots 4-5, the **those***—dots 4-5, th **whose***—dots 4-5, wh

It may help you to memorize these contractions if I call your attention to the fact that the contractions ending in "ese" begin with dots 4-5 and that the words ending in "ere" such as **here**, **there**, and **where**, begin with dot 5.

Now see if you can read these sentences:

4. **Where** did **you** find **those** swords?***
5. **These** flow|ers grew over **there**.
6. **Whose** word list is **that**?
7. **They** fought in the one place **through|out**
8. **the** entire war.
9. **True** character is not anyth|ing you can buy.
10. Lay **those** coupons** over **there**.
11. We rely **upon** her **word** of honor.
12. **She** bothered*** all her friends.

*Word is written out on Braille page, followed by sign for the contraction.

**This is one of the words in which it has been decided that the use of the omitted contraction would be confusing to the reader.

***Contraction **there** is not used in words like this; it takes no more space to write it the way it is written, and it is much more readable.

Now you will learn a few more additional initial contractions. Like the other initial contractions, they may be used as words or part words and, as part words, they may appear in any part of the word. These contractions are preceded by dots 4-5-6 and the first letter of the contraction they represent. They are as follows:

1. **cannot***—dots 4-5-6, c **had***—dots 4-5-6, h **many***—dots 4-5-6, m
2. **spirit***—dots 4-5-6, s **world***—dots 4-5-6, w **their***—dots 4-5-6, the

These words are more likely to appear as whole words than as part words, but do not forget that they may also be used as part-word contractions.

Study these new contractions and then read the following words:

- | | | | | | | |
|----|-------|---------|--------|-----------|-------|--------|
| 3. | had | world | spirit | cannot | their | many |
| 4. | upon | word | those | whose | these | there |
| 5. | where | through | ought | character | these | |
| 6. | those | whose | world | their | many | there |
| 7. | these | those | spirit | many | world | cannot |

Now read these sentences:

8. **You cannot crush their fine spirit.**
9. **The gangst|ers of the under|world cannot win in the end.**
10. **They had far too many foreign words in the book.**
11. **That is not theirs; it's mine.**
12. **You cannot invite so many people here.**

*Word is written out on the Braille page, followed by the contraction.

In this lesson you'll learn some compound contractions called final contractions because the final letter of the contraction is being used.

Final contractions are part-word contractions and are never used alone nor at the beginning of a word. You may wonder why they must not stand alone nor be used at the beginning, but you will understand when you learn that the first part of the contraction is dots 4-6, which is the sign used for italics. Dots 4-6 used at the beginning of a word indicates italics and would always be read as such; that is why the contraction is not used alone nor at the beginning.

There are five of these contractions in the group for this lesson. The first two are:

1. **ound****—dots 4-6, d **ance****—dots 4-6, e

Read the two new signs until your fingers are familiar with them. Always remember that the final letter of the contraction is being used, and it will help you memorize them. When you have learned the new contractions, try to read the following words:

- | | | | | |
|-----------------------|-----------------------|---------------------|-----------------------|-----------------|
| 2. dance | dancer | dances | glance | balance |
| 3. romance | persever ance* | cancel | flound er | |
| 4. advance | foundling | round | ar ound | |
| 5. ch ancellor | sound | sound ed | found | found ed |
| 6. trance | mound | pound | ch ance | prance |
| 7. profound* | in st ance | hindrance | fin ance | |
| 8. appliance | insurance | grievance | predomin ance* | |
| 9. Renaissance | importance | France | ch ance | |
| 10. ignorance | defiance | arrogance | ch ancery | |
| 11. lance | lancer | lancet | assurance | ground |
| 12. redound* | abundance | recognizance | redundance* | |

*This word contains a possible contraction that is not being used as its use might be confusing to the reader.

**Letters are written out on Braille page, followed by the contraction.

The last three of these contractions are:

1. **sion***—dots 4-6, n **less***—dots 4-6, s **ount***—dots 4-6, t

Now study these three contractions and always remember that the last letter of the contraction is being used. Now try to read the following words:

- | | | | | |
|---------------------|--------------|--------------|----------------|---------------|
| 2. count | count ed | count ing | counts | countess |
| 3. count er | count less | country | county | count en ance |
| 4. mount | mount ed | mount ing | mounts | mountain |
| 5. priceless | valueless | omission | permission | |
| 6. possession | mission | admission | useless | |
| 7. invasion | match less | fountain | paramount | |
| 8. count er balance | procession | hopeless | hapless | |
| 9. bound less | fusion | impassionate | unless | |
| 10. surmount | wound | name less | never the less | |
| 11. shameless | passion | changeless | passion less | |
| 12. transmission | mainten ance | homeless | luckless | |

*Letters are written out on Braille page, followed by the contraction.

Now try to read these sentences:

1. **There** is a fountain on the grounds.
2. Take the underground wh|en you are in a hurry.
3. Balance those books.
4. **Those** mountains are **very** high.
5. France and Ger|many are countries in Europe.
6. Count that one out.
7. **The** wall is quite sound-proof.
8. Cancel the order that you now have.
9. **One** pound is hardly enough for four people.
10. Unless you can do it soon you need not bother.
11. **Those** gems are priceless.
12. **The** world is round.

Now read these sentences :

1. If **you** had all those matches, **why** did **you**
2. ask for more?
3. The ch|ancel of the cathedral is decorated
4. for the wedding with costly flow|ers.
5. He rode ar|ound in the merry-go-round
6. until he felt dizzy.
7. Hurrying is useless; **you** cannot possibly
8. get **there** on **time**.
9. **Why** climb so many mountains?
10. Jim is a **very** reckless driver.
11. She found|ed a mission in the Bow|ery.
12. **Where** did **you** find those priceless st|ones?

In this lesson you will have contractions that are a little different, but they will be very easy to learn and memorize. These new contractions are called lower signs because they do not contain an upper dot—dots 1 or 4.

We shall study three of these contractions now. On the Braille page the signs are preceded by a full cell so that you may recognize the exact position of the dots. The first three are:

1. **bb***—dots 2-3 **cc***—dots 2-5 **dd***—dots 2-5-6

You will recognize these formations as the same used for the letters of the alphabet, only this time they are in the lower part of the cell. In other words, the double letter is the same formation as the single letter only in the lower part of the cell. You will also realize that these signs are used for marks of punctuation; you will not, however, be confused for these contractions may be used only when they appear **between letters** or contractions in the same word and in the same line. If the sign is not followed by another letter or contraction you will know that it is a mark of punctuation and not a contraction.

I shall read the next two lines to you very slowly and you'll understand how the contractions are used. Follow me with your fingers as I read these lines:

2. ebb ebbs occur add adds add|ed

3. **How very odd!**

Now read those lines again and then see if you can read the following words:

4. occasion add|er ladd|er sadd|er fodd|er
 5. occupy robb|er rubb|er madd|er address
 6. accord rudd|er toddle riddle shudd|er
 7. acclimate stubborn addict saddle middle
 8. muddle paddle padd|ing grabb|er stabb|er

The next two are:

9. **ff***—dots 2-3-5 **gg***—dots 2-3-5-6

These are also easily remembered, for they are similar to the single letter. Memorize the last two and then read the following words:

10. cuff cuffs puff puffs egg eggs
 11. fluff fluffy muff muff|in waffle

*On the Braille page, the letters are written out, followed by the contraction.

1. acc ent	diff er	diff ers	diff er ent
2. groggy	nugget	scruff	buffet
3. giggle	struggle	eggplant	stucco

The next contraction is not a double letter ; but the contraction is treated in the same way as the others in this lesson, namely, it is not used unless it appears **between letters** or **contractions** in the same word and in the same line. The contraction is preceded by a full cell and is :

4. ea*—dot 2

I shall read the next line slowly and you follow me with your fingers :

5. eat	meat	sea	seas
--------	------	-----	------

Now you read the following words yourself :

6. ear	hear	seal	deal	meal
7. deaf	pear	dead	tea	lead
8. dear	teacup	leader	tear	near
9. bear	flea	ear th	fear	lea
10. idea	ideas	ideal	idealistic	yearly
11. lean	learn	cream	bea ch	fea st
12. weary	tease	ready	east	real

*On Braille page, letters are written out and followed by the sign for the contraction.

Now read these :

- | | | | | |
|--------------|------------|------------|-----------|-----------|
| 1. pea ch | ocean | eagle | ease | eat |
| 2. bread | reason | sweat | fea ther | cease |
| 3. reappear* | please | bed st ead | hea then | |
| 4. cer eal | readdress* | create | in st ead | |
| 5. European | acreage* | appearance | mileage* | |
| 6. tea ch | search | create | creator | uneasy*** |

Did you notice that in words like "bear," "fear," "dear," "hear," etc., that the contraction "ea" is used in preference to the contraction "ar"?

Now see if you can read these sentences which include all the double letter contractions and the contraction "ea."

7. Do not repeat that error in add|ing.
8. You do not add accurately en|ou|gh.**
9. Will you have cream with the pea|ches?
10. Their rudd|er broke far from the bea|ch.
11. Most seamen love the sea.
12. Learn these words in|st|ead of those.

*This word contains a possible contraction that is not used, as it might be confusing for the reader.

**Rules governing lower signs prohibit the use of contraction enough here.

***When a word beginning with ea is modified by a prefix, the contraction is not used.

If you have read the other sentences easily, try the following ones. Do not, however, go to a new exercise unless you have read the preceding one with comparative ease:

1. Please do not tou|ch those eggs.
2. They break so very easily if handled.
3. Yea|st is used in making bread.
4. What is the reason for not sending the lean
5. meat that we order|ed yest|er|day?
6. It is now all so very diff|er|ent with|out you.
7. We shall soon occupy our house in the East.
8. She giggles all day and never seems weary.
9. Eat all you wish for ^{the} noonday meal.
10. She is very stubborn and will not ride the
11. saddle you gave her for her birth|day.
12. He cannot paint the walls with|out the ladd|er.

Now read the following:

1. The meadow has lovely flow|ers.
2. This is not a full measure.
3. The peacock room is bright with color.
4. The hidd|en treasure has not been found.
5. They will soon encount|er their adversaries.
6. St|eam is water in the form of vapor.
7. Thistles and hea|ther are found in Scotland.
8. The fire in the hearth burns brightly.
9. Her cloth|ing is very shabby.
10. The people order|ed corned beef and cabbage.
11. He is an ecc|entric and wealthy old
12. bachelor.

Now read the following excerpts:

1. One of the briefest musical
2. criticisms on record appeared in a
3. Detroit paper: "An amateur string
4. quartet played Brahms here last
5. evening. Brahms lost."
- _____
6. "Defeat isn't bitter if you
7. don't swallow it."
- _____
8. "Nothing recedes like success."
9. —Walter Winchell
- _____
10. Prayer of a Scotch Preacher: "Oh Lord,
11. guide us aright for we are verra, verra,
12. determined."

In the previous chapter you learned that the signs used to express the double letters are not used unless they appear between other letters or contractions in the same word and in the same line. Lower **b**, dots 2-3, for example, if used at the end of a word would be read as a semicolon; this same sign when used between letters and contractions means **bb**. This sign could be used at the beginning of a word, could it not? At the beginning it could not mean either **bb** or the semicolon; it, therefore, takes another meaning. The signs which you will now learn are those which you have already been using for **bb**, **cc**, and **dd**. These signs used at the beginning of a word express the syllables **be**, **con**, and **dis** respectively. These signs are not used at the beginning unless they represent the **first syllable**. They may, however, be used at the beginning of a new line if the word is divided. The new signs are:

1. **be***—dots 2-3 **con***—dots 2-5 **dis***—dots 2-5-6

The contraction **be** may be used to express the whole word.

Now listen carefully while I repeat the various uses for these signs. Dots 2-3 at the beginning of a word means **be**; in the middle of a word, it means **bb**, and at the end it is the **semicolon**. The sign may stand alone and represent the word **be**. Dots 2-5 at the beginning of a word mean **con**; in the middle, **cc**; at the end, the **colon**. Dots 2-5-6 at the beginning of a word mean **dis**; in the middle, **dd**; at the end, the **period**.

I shall read the next two lines very slowly and you follow me with your fingers and see how the contractions are used:

2. **belief** **connect** **disconnect** **disturb**
3. **distress** **convey** **conscious** **unconscious**

Now try to read the following words and always remember that these new contractions are not used unless they are a **first syllable**:

4. **be|ing** **bell** **belie** **begone** **begin** **bet**
5. **conceit** **confess** **confer** **cone** **dismal**
6. **concern** **conceal** **confide** **distant** **conflict**
7. **condemn** **concord** **condense** **distrust** **distress**
8. **distribute** **disuse** **dispose** **undiscover|ed**
9. **discover** **conscious** **unconscious** **discord**
10. **disobey** **belate** **betray** **beware** **congress**
11. **disappoint** **disagree** **dis|arm** **conquer** **conserve**
12. **conquest** **confirm** **dismiss** **congratulate**

*Letters are written out then followed by contraction on Braille page.

1. **dismount** **dislocate** **berate** **dis|inherit** **consist|ent**

Always repeat the exercises if you cannot read them fairly easily. The additional practice is never time lost so do not attempt anything new until you are thoroughly familiar with what went before. You have probably thought many times that your reading was not improving, and that it is taking you just as long to read a page as it did in the first lessons. But you must not overlook the fact that with each succeeding lesson you are learning something new, and you cannot expect to increase your rate of speed until you have learned all the contractions and are very familiar with them. Now read these sentences:

2. **The dispatch will be sent very soon.**
3. **Con|st|ance is in disfavor and will be dis|inherited.**
4. **Anne cannot conceal her distress.**
5. **Do not discourage the dis|arming of their countries.**
6. **She will not even confide in her oldest friends.**
7. **Their entire wealth is in pearls and rubies.**
8. **The conqueror will be given a wrea|th of victory.**
9. **Those peasants distrust all strangers.**
10. **They believe in conserving their strength.**
11. **Never believe all you hear.**
12. **Her conceit is a disgrace.**

In this lesson you will learn three lower signs which you have already had and recognize as marks of punctuation, but which are also used to represent contractions. When these signs are used as contractions they are treated as words and are never used as part words. In this way you can distinguish the sign from the marks of punctuation, for as contractions they must be given word spacing. Punctuation signs always join the word with which they are connected. These three new contractions are never used as part words. The signs are preceded by a full cell so that you may notice the exact location of the dots. They are as follows:

1. **was***—dots 3-5-6 **were***—dots 2-3-5-6 **his***—dots 2-3-6

Notice that the contraction **his** is the h dropped. It may help you memorize the contraction. Now study these new contractions for a few minutes and then read the following:

2. He **was** out.
3. He **was**.**
4. **They were** not in.**
5. **They were**.**
6. **His** history lesson is difficult.
7. **They were** all **his** friends.
8. **They were** in **his** room.
9. **Was** it so?
10. **It was** not so.
11. **It was** entirely **his** fault.
12. **The contracts were** **his** property.

*Word is written out on Braille page, followed by sign for the contraction.

**Contraction may not be used here on account of the rules governing the lower signs.

Now read the following:

1. One day Mark Twain arrived in a
2. Canadian hotel, and, glancing over the
3. regist|er, took note of the signature
4. of the last arrival: "Baron — and val-
5. et." Twain signed, and wh|en the clerk
6. looked at the regist|er, this met his eye:
7. "Mark Twain and valise."

8. —*Mark Twain Wit and Wisdom*
(Stokes)

9. 'Twas* her th|inking of others made you
10. th|ink of her.
11. —Elizabeth Barrett Browning

*Contraction for **was** must not be used as a part word.

Also read the following:

1. Daniel Boone was asked if he had
2. ever been lost in the woods. "No, I
3. never got lost," Boone replied re-
4. flectively. "But I was *bewilder*ed
5. once for three days."

—Constance Lindsay Skinner,
From Volume 18, *The Chronicles of America*
Copyright, Yale University Press.

6. A beloved and gentle friend of mine,
7. so old that most of his friends are dead,
8. has laid for each of them a flagst|one
9. in his garden path. He walks down the
10. path every day and recalls each of them,
11. friend for st|one and st|one for friend.

—Hector Bolitho, *Beside Galilee*
(Appleton-Century)

To be read :

1. A well-known playwright, scouting in
2. Woodbury (Conn.) for a summer home,
3. asked what kind of people lived there. "There's
4. nothing around here but old American stock," was
5. the reply; "no foreigners—except
6. a few New Yorkers."

—*This Week*

7. If you don't get everything you want, think
 8. of the things you don't get that you don't want.
-

9. I do not believe in a fate that falls on
10. men however they act; but I do believe in a
11. fate that falls on them unless they act.
12. —G. K. Chesterton

There are three more lower signs which are used only as whole words, but these new ones are always joined to the word that follows. If sense does not permit the two words to join, the contraction is not used and the word is written out. The three contractions are preceded by the full cell, and are as follows:

1. **to***—dots 2-3-5 **into***—dots 3-5 and 2-3-5 **by***—dots 3-5-6

You will notice that the sign for **by** is the same as is used for **was**. You will never be confused in reading the sign if you will just remember that the sign means **was** when spaced as a word and that it means **by** when joined to the word that follows.

I will read you the next lines very slowly and you follow me with your fingers:

2. **to** dance **to** walk **to** go **to** do
 3. **into** discard **into** despair **into** some
 4. **by** boat **by** train **by** chance

Now you read the following:

5. **to** drive **to** fear **to** work **to** play
 6. **by** ferry **by** mail **by** order **by** day
 7. **into** deep water **into** larger quarters
 8. He **was** planning **to** go **by** train.
 9. We met them **by** chance.
 10. Find a place **to** buy some tomatoes.
 11. Admiral Togo wishes **to** go **to** Tokyo.
 12. I planned **to**** but I can't.

*On Braille page, word is written out then followed by the sign for the contraction.

**Contraction is not used here as the word is too closely connected with the preceding verb.

Also read these:

1. Do not get into any deeper water.
 2. The key to this lock does not fit.
 3. Is the cruise going to start soon?
 4. Many people prefer to travel by boat.
 5. Listen to the discussion on the disaster.
 6. It is useless to disagree with them.
 7. The gifts will be distributed this morning.
-
8. In old Monterey, California, the
 9. citizens vote 12 times a year to
 10. pick the "Shack of the Month"—the
 11. most unsightly building in town. Owners
 12. of the winning shack have in most cases

1. responded to the verdict with grace, and many

2. an eyesore is thus being eliminated.

3. —*Sunset Magazine*

4. PROVERBS

5. Let another man praise thee, and not

6. thine mouth; a stranger, and not thine

7. own lips.

8. A soft answer turneth away wrath:

9. but grievous words stir up anger.

10. Even a fool, when he holdeth his

11. peace, is counted wise; and he that shutteth

12. his lips is esteemed a man of understanding.

This chapter contains two new contractions which are treated differently. The first one is preceded by the full cell to show its exact location and is:

1. **com***—dots 3-6

This contraction is not used unless it begins a word or line. It does not, however, have to be a syllable. You will recognize the sign as the same one that is used for the hyphen, but just remember that the hyphen never appears at the beginning of a word nor does it ever begin a new line. You will find in reading that the contraction is not used if the word begins with a capital letter, but that is a rule you do not have to remember.

I shall read a few words and sentences to you slowly so that you can see how the contraction is used and that it is really much more simple than it sounds. Follow me with your fingers:

2. **common** **uncommon** **compose** **commute**

3. **You may come in any time.**

4. **Come*** in any time you wish.**

Now you read the following words and sentences:

5. **com|fort** **discomfort** **income** **comic** **comb**

6. **com|edy** **com|edian** **command** **command|ing** **come**

7. **compete** **com|ing** **coma** **comma** **commerce**

8. **committee** **sub-committee**** **incompetent**

9. **welcome** **Mr. Comstock***** **comparison**

10. **companion** **outcome** **becoming** **incomplete**

11. **Common*** sense is not a common th|ing.**

12. **Their income is very small.**

*On Braille page, letters are written out, followed by the sign for the contraction.

**The contraction is never used in connection with the dash or hyphen.

***Contraction is not used when it follows the capital sign.

1. The report is complete.
2. The report is incomplete.
3. Many friends are com|ing to the party.
4. Try to communicate with the command|er.
5. Con|st|ance is my con|stant companion.
6. Mr. Comstock* is a daily commuter.
7. The committee on commerce is having a meeting.
8. He lives in com|fort.

The second contraction which you will learn in this chapter is treated differently; it must not begin a word, although it may begin a line in the case of divided words. The contraction is:

9. ble**—dots 3-4-5-6

You will recognize this as the numeral sign, but you will never be confused, for the numeral sign is used at the beginning and, as I have just said, the contraction is never used at the beginning of a word.

I shall read the next few words and sentences to you slowly and you follow me with your fingers:

10. able blend cable blest

11. Are you able to go out?

12. A new blend of coffee is on the market.

*Contraction com is not used when it follows the capital sign.

**On Braille page, letters are written out, followed by the sign for the contraction.

Now you read the following words:

- | | | | |
|-------------|---------------|---------|----------|
| 1. trou ble | trou ble some | table | tablet |
| 2. suitable | blending | liable | blear |
| 3. movable | mar ble | bleed | blemish |
| 4. bleak | perishable | sable | blen ch |
| 5. bubble* | capable | dabble* | drabble* |
| 6. dou blet | gobbler* | goblet | rumble |

Now read the following sentences which also contain the contraction **com**:

7. They are con|stantly getting into trou|ble.
8. She grumbles wh|en|ever you ask her to do anything.
9. He was very uncomfortable.
10. But he seems to be more com|fortable now.
11. Oh!—Come** in.***
12. Bring the table with you wh|en you come.

*The contraction **ble** is given preference over the double letter.

Contraction **com is not used when it follows the capital sign.

***Contraction **in** is not used as it would bring two lower signs together when neither one or the other is in contact with a sign containing an upper dot.

1. The child's dress was not suitable for ^{the} occasion.

2. That mar|ble statue is completely finish|ed.

3. She is not capable of word|ing that cable.

4. The trou|ble with most people is that they th|ink with

5. their hopes or fears or wishes rather than

6. with their minds.

7. —Walter Duranty
I Write as I Please

8. (Simon and Schust|er)

9. The colossal statue of Sleeping

10. Ariadne in the Vatican is th|ought to ^{be}

11. the world's only mar|ble figure with eyelashes.

12. —Collier's
Freling Foster in a regular department
Keep Up With the World

You have already had some contractions which are called final contractions. You will remember that they are so called because the final letter of the contraction is used to express them—in conjunction with the first part of the compound contraction. They were: **ound, ance, sion, less, ount**. In this lesson you will learn some additional final contractions, only this time the first part of the compound sign is different. The others were preceded by dots 4-6; this time the letters will be preceded by dots 5-6. The first three are:

1. **ence***—dots 5-6, e **ong***—dots 5-6, g **ful***—dots 5-6, l

These contractions, like the other final contractions, never begin a word; they may, however, begin a line in the case of divided words.

Study the new contractions a while and then see if you can read the following words:

- | | | | | |
|----------------|------------|-------------|-------------|-------------|
| 2. fence | fencer | fences | fenced | |
| 3. pence | essence | th ence | confer ence | |
| 4. offence | rever ence | prefer ence | impudence | |
| 5. consequence | diligence | conscience | science | |
| 6. gong | long | song | tongs | tongue |
| 7. along | strong | throng | mongrel | sponge |
| 8. full | helpful | useful | fullest | awful |
| 9. successful | dreadful | careful | bash ful | |
| 10. hopeful | wist ful | wish ful | fulsome | fuller |
| 11. wrong | among | mindful | shameful | mast er ful |
| 12. Hongkong | ping-pong | prong | rest ful | belong |

*On Braille page, letters are written out, followed by the sign for the contraction.

Now read the following:

1. Among the Druses of Syria,
2. prayer has no part in religious wor-
3. ship, be|ing regarded as an impertin|ent
4. interfe|ence with the Creator.

Freling Foster—*Collier's*

5. Long|champs Restaurants in New .
6. York deliver meals in electric boxes
7. to people who prefer to dine at home. Whatever
8. you order is still cooking in transit, timed
9. to be done to a turn at a specified
10. hour. Plug it into the wall to keep hot,
11. if you ar|en't ready.
- 12.

—*Vogue*

1. I have long been disposed to judge men
2. by their average. If it is reasonably
3. high, I am charitable with faults that
4. look pretty black.
5. —Ed Howe.

The next—and last four—contractions in this group are:

- | | | |
|----------------------|-------------------|-------------------|
| 6. tion*—dots 5-6, n | ness*—dots 5-6, s | ment*—dots 5-6, t |
| 6. Con't. | ity*—dots 5-6, y | |

These contractions, like the others in this group, are never used at the beginning of a word. They may, however, be used at the beginning of a line in the case of a divided word.

Now learn these new contractions and then read the following words, but before reading the words go over the contractions several times until they feel familiar to you:

- | | | | | |
|-----------------|---------------|---------------|---------------|----------|
| 7. men tion | fullness | action | question | com ment |
| 8. rich ness | dryness | graveness | business | |
| 9. par ch ment | dreariness | dizziness | com part ment | |
| 10. depart ment | comeliness | airiness | city | pity |
| 11. annuity | postpone ment | careless ness | ch ar ity | |
| 12. activity | fatality | unity | mentality | section |

*On Braille page, letters are written out, followed by the sign for the contraction.

- | | | | |
|--------------|-------------|-------------|-------------|
| 1. curiosity | conven tion | position | direful |
| 2. dullness | innocence | opportunity | purity |
| 3. quantity | her ed ity | seniority | implement |
| 4. identity | Longfellow | shipment | benediction |
| 5. condition | function | animosity | hilar ity |

Now read the following if you are thoroughly familiar with the contractions:

6. In Switzerland, clocks are now be|ing
7. made with|out faces. To tell time you press a
8. button and, by means of phonographic
9. internal arrangements, the clock calls
10. out "Half past five," or whatever
11. the time may be.*

*Be is not contracted as it is a lower sign, and two lower signs must not be written together unless one or the other is in contact with a sign containing an upper dot; the sign for the period is also a lower sign, hence the contraction be is omitted.

1. A young married couple who had just settled
2. down in their new home got a pleasant
3. surprise in their mail one morning—a
4. couple of tickets to one of the best shows in
5. town. But the donor had omitted to send his
6. name, and for the rest of the day the question was:*
7. “Wonder who it was?”**
8. They enjoyed the show; but when they reached
9. home, they found that all their wedding presents
10. had been taken. There was a note from the
11. burglar, saying: “Now you know.”
12. —*The Policy* (England)

*Was is not contracted here as it would bring two lower signs together when neither one of them is in contact with a sign containing an upper dot.

**Was is not contracted here as it would bring three lower signs together without their being marks of punctuation or Braille composition signs.

1. "Memory of th|ings seen and heard during
2. excitement is unreliable. To [^]prove this,
3. a professor* staged a fake riot to**
4. fright|en and surprise his class. Four
5. persons rush|ed into [^]the classroom, fought
6. one another and smash|ed furniture for
7. 30 seconds and then rush|ed out. Ques-
8. tion|ed, only three of [^]the 29 witnesses
9. even knew how many persons had enter|ed the
10. room."

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11. In time of war, the first casualty
12. is truth.—Boake Carter.

*One of the words in which it has been decided the use of the contraction of would overlap a too strongly stressed syllable.

**The contraction to is not used unless it joins the word that follows.

There are just two more final contractions: **ation** and **ally**. Like all final contractions, they are never used alone nor at the beginning of a word, although they may be used at the beginning of a line when a word is divided. The two new signs are:

1. **ation***—dot 6, n

ally*—dot 6, y

This time the first part of the compound sign is dot 6, and the letter that follows is the last letter of the contraction.

Study these contractions and then try to read the following words:

- | | | | |
|-------------------|-------------------|------------------|--------------|
| 2. nation | ration | st ation | vacation |
| 3. visitation | combin ation | gen er ation | recreation |
| 4. dissipation | donation | characterization | ration ally |
| 5. rally | sally | dally | tally |
| | | | fatally |
| 6. totally | vocally | personally | mentally |
| 7. apologetically | annually | really | continually |
| 8. allyl | administration | cancellation | creation |
| 9. crimin ation | dedication | denomin ation | derivation |
| 10. dest in ation | determin ation | examin ation | fin ally |
| 11. illustration | national | rational | nomin ation |
| 12. oper ation | profession ally** | animation | renunciation |

*On Braille page, letters are written out, followed by the sign for the contraction.

**This is one of the words in which the contraction of is not used as it might be confusing for the reader.

Now read the following sentences :

1. To ally is to form a connection; to join
2. by an alliance.
3. I thought that he usually had the combination
4. to the safe hidden in his desk.
5. The next generation will have more recreation.
6. He will attend to all the accommodations
7. personally. The same people come annually to*
8. study the constellations.
9. They usually begin action earlier than this.
10. Use every possible precaution to*
11. avoid accidents.
12. The illustrations of the book are really fine.

*The contraction for to is not used unless it joins the word that follows.

Read the following:

1. On dull Mondays, E. F.
 2. Franzel, a grocer of Sling|er, Wis-
 3. consin,* has a novel way of boost|ing busi-
 4. ness. An alarm clock, with face
 5. cover|ed, is set for an unknown hour.
 6. Wh|en|ever the bell rings, Franzel does
 7. not ch|arge for groceries be|ing purchased
 8. at the moment. Curious, hopeful house-
 9. wives prolong their shopping.
- N. Y. World-Telegram* (AP)

-
10. Taste is the mark of an educated man,
 11. imagin|ation the sign of a productive man, and
 12. emotional balance the token of a mature man.

—Philip N. Youtz in *The Forum*

*The contractions **be**, **con**, and **dis** may be used at the beginning of a line in the case of divided words.

The remaining contractions in Standard English Braille are abbreviated words. There are seventy-three of these words which are easily memorized, as there are no new formations to learn; the words are merely abbreviated. These words are as follows:

- | | | |
|--------------------|-------------------|----------------------|
| 1. ab—about | abv—above | ac—according |
| 2. acr—across | af—after | afw—afterward |
| 3. ag—again | ag(st)*—again st | alm—almost |
| 4. alr—already | al—also | al(th)*—alth ou gh |
| 5. alt—altogether | alw—always | (be)c*—because |
| 6. (be)f*—be fore | (be)h*—behind | (be)l*—below |
| 7. (be)n*—benea th | (be)s*—beside | (be)t*—between |
| 8. (be)y*—beyond | bl—blind | brl—braille |
| 9. (ch)n*—children | (con)cv*—conceive | (con)cvg*—conceiving |
| 10. cd—could | dcv—deceive | dcvg—deceiving |
| 11. dcl—declare | dclg—declar ing | ei—either |
| 12. gd—good | grt—great | h(er)f*—herself |

*The letters in parentheses represent contractions.

Now I shall read these same abbreviated words over to you again until you are more familiar with them. After I have read them until you are fairly familiar with them, try to read the words and sentences in the following exercise yourself:

1. **children** above altogether Braille deceive either
2. great about **between** could deceiving good blind
3. herself declare below also again **because**
4. **although** already always almost behind almost
5. against conceive conceiving beneath before after
6. afterward already although beyond declare also
7. declaring again either between altogether
8. blind good behind against Braille beyond
9. **because** below could either herself although
10. beneath already **because** according above deceive
11. deceiving declaring good great according
12. **children** beyond always almost beside across

Now read these words in sentences :

1. The children almost always play behind the barn.
2. The thermometer is already below zero.
3. She herself does a great deal of good Braille.
4. The box fell either behind or beneath the table.
5. He has already left according to sch|edule.
6. He always does it because he likes to.*
7. The blind man lives across the street.
8. It is already time for the mail again.
9. They left the ladd|er against the fence.
10. Do not deceive that good man.
11. She is beside herself with grief.
12. That is beyond human endurance.

*The contraction for to must not be used unless it joins the word that follows.

Abbreviated words may be used in combination, but they are not used in this way unless they retain their original meaning. Before we study the remainder of the abbreviated words, read the following:

1. From the steeple of St. Mary's
 2. Church, Cracow, Poland, a bugle
 3. call has been blown every hour for the past
 4. 700 years as a tribute to the heroic
 5. trumpeter who summoned the people to defend
 6. the city from the Tartars. This call always
 7. ended on the sudden,* choked note that the
 8. trumpeter sound|ed wh|en he was struck by a
 9. Tartar arrow.
- Freling Foster, in *Collier's*
-
10. Ida Tarbell, biographer of em-
 11. in|ent men, asked on her 80th birth|day
 12. to name the greatest persons she had ever met,

*Three lower signs may not be written together unless all are punctuation or Braille composition signs; en must, therefore, be written out.

1. replied: "Those nobody knows anyth|ing about."

2. One of the most magnificent ges-

3. tures of hospitality in history was

4. made in 1898 by Abdul Hamid II,

5. Sultan of Turkey, wh|en he built

6. a palace in Hereke for the express

7. purpose of entertain|ing Kaiser Wil-

8. helm, who was to stop there on his way to

9. Palest|ine. His visit last|ed only

10. three hours. The palace was never

11. used again.

12.

—*Collier's*

Freling Foster, *Keep Up with the World*

Now learn the remaining abbreviated words, which are as follows:

- | | | |
|-----------------------|----------------------|----------------------|
| 1. hm—him | hmf—himself | imm—immediate |
| 2. xs—its | xf—itself | lr—letter |
| 3. ll—little | m(ch)*—much | m(st)*—must |
| 4. myf—myself | nec—necessary | nei—neither |
| 5. o'c—o'clock | (one)f*—oneself | |
| 6. (ou)rvs*—ourselves | pd—paid | |
| 7. p(er)cv*—perceive | p(er)cvg*—perceiving | |
| 8. p(er)h*—perhaps | qk—quick | |
| 9. rcv—receive | rcvg—receiving | |
| 10. rjc—rejoice | rjcg—rejoicing | sd—said |
| 11. (sh)d*—sh ould | s(ch)*—such | (the)mvs*—themselves |
| 12. (th)yf*—thyself | to-d—to-day | |

*Letters in parentheses represent a contraction.

- | | | |
|------------------|-----------------|---------|
| 1. tgr—together | to-m—to-morrow | |
| 2. to-n—to-night | wd—would | yr—your |
| 3. yrf—yourself | yrvs—yourselves | |

Now I shall read this last group of abbreviated words over again. Follow me with your fingers so that you will become familiar with the abbreviations. After you have studied them a little while see if you can read them in the following exercise:

- | | | | | | |
|---------------|------------|-----------|-----------|-----------|------------------|
| 4. him | its | rejoice | to-day | necessary | neither |
| 5. oneself | much | himself | perhaps | receive | good |
| 6. immediate | letter | must | quick | said | o'clock tomorrow |
| 7. myself | little | such | would | rejoice | your |
| 8. yourself | to-night | perceive | to-day | receive | together |
| 9. should | themselves | thyselves | neither | paid | yourselves |
| 10. receiving | rejoicing | ourselves | necessary | must | |
| 11. himself | immediate | letter | little | quick | said |
| 12. to-night | perceiving | oneself | much | must | its |

Now read the following sentences :

1. We should meet him at ten o'clock this afternoon.
2. You must be quick and mail that letter to-day.
3. It is not necessary to do that yourself.
4. It is such a little thing to ask of him.
5. We all rejoice in the good you do.
6. We should receive the goods immediately.
7. Neither one of the sisters will be there.
8. Perhaps I can do that myself either to-night or to-morrow.
9. Know thyself.
10. That is much too much for him to do.
11. He has already received the letter.
12. The little children learn it so quickly.

Now read the following :

1. BOOKPLATE
2. And please return this book. You may
3. th|ink this a strange request, but I find
4. that th|ou|gh many of my friends are poor
5. arithmeticians, they are nearly all
6. good book-keepers.

—Sir Walter Scott

7. It was always good fun, wh|en we were living
8. in Brussels, to take visiting English
9. friends to Waterloo and get an old
10. Belgian sergeant to explain the bat-
11. tle. We would be sh|own the Belgian
12. Lion on a pyramid, proudly

1. overlooking the field; and would learn how on

2. the 18th of June, 1815, the French

3. were there defeated by the Belgian Army—

4. assisted by the Germans, and a few

5. English.

6. —Jerome K. Jerome

7. *My Life and Times* (Harper)

8. In the United States one infant under

9. a year of age dies from an avoidable

10. accident on an average of every four hours.

11. Smothering by bed clothing is the chief

12. cause of such deaths.

Freling Foster in *Collier's*

You are now reading items which contain all the contractions used in Standard English Braille. The regular Braille books do not have the same spacing between lines that is used here. When you can read a little more quickly and are thoroughly familiar with all the contractions, we shall change gradually to the other spacing. Read all the articles that follow. It will help you immeasurably in the end.

1. Queen Victoria once command|ed a pro-
2. fessional pianist from Vienna to play for
3. her and some of her children. It was her custom
4. to dismiss the performer with a few words of thanks
5. and a royal gift, but this musician gave
6. her unusual pleasure. She request|ed
7. him to play the national hymn of his country,
8. and as the first notes were struck she arose
9. and remain|ed st|and|ing until he finish|ed. The
10. old man retired in a transport of
11. pleasure. "She gave me a diamond
12. pin," he said. "but for her to pay honor

1. to the national hymn of my country was bet-
2. ter than any diamond to me."

—Orison Swett Marden, *Good Manners* (Crowell)

3. Silkworm raisers of Japan have
4. train|ed silkworms to spin on a flat
5. surface, thus doing away not only with
6. cocoons but with the expensive process of
7. boiling the cocoons to kill the chrysalis.
8. A number of worms, at the stage
9. wh|en they must begin to spin, are placed on
10. a flat tray along whose edge is an
11. electric current of low voltage,
12. to prevent their crawling off. After search|ing

1. about some time for a suitable place to spin,
2. the silkworms give up and begin spinning
3. on the surface, continuing until they be-*
4. **come so exhaust|ed they enter the chrysalis
5. stage. Then they are picked from the
6. tray and disposed of.

—*Chicago Daily Tribune*

7. In many Sou|th American movie houses,
8. wh|en patrons do not like a picture, the
9. film is stopped at once and another
10. st|arted. Wh|en patrons want to see a scene
11. again, it is run over and over until they
12. are satisfied.

Freling Foster in *Collier's*

*Two lower signs may not be written together unless one or the other is in contact with a sign containing an upper dot.

**Contraction com may be used at the beginning of a line.

1. Noel Cow|ard recently telephoned
2. West|ern Union a mildly humorous first-
3. night telegram for Gertrude Lawrence,
4. part of the fun be|ing the signature of Mayor
5. LaGuardia.
6. "I'm sorry," West|ern Union told him,
7. but you're not allow|ed to sign a telegram that way."
8. "All right," said Mr. Cow|ard, "just sign
9. it 'Noel Cow|ard'."
10. "Oh, but that's just as bad," she said.
11. "But I *am* Noel Cow|ard," said Mr.

1. Cow|ard.
2. "In *that* case," said the young lady, "you can
3. sign it 'Mayor LaGuardia'." —*New Yorker*
-
4. Rubb|er can be made not only as clear,
5. colorless and transpar|ent as plate glass,
6. but also so tou|gh that it will outwear steel.
7. A rubb|er jacket, now used on certain sub-
8. mar|ine cables which are subjected to [^]much abra-
9. sive wear on coral bottoms, has
10. been found capable of outlast|ing several times
11. its thickness of heavy steel armor wire.

Freling Foster in *Collier's*

12. In a little American backwoods town

1. is a clock with no mach|in|ery except a
 2. face, hands and a lever. The lever is con-*
 3. nected with a geys^{er} which shoots out an immense
 4. column of hot water every 38 seconds,
 5. each spout moving the hands forward 38 sec-
 6. onds. Since the spouting never varies the
 7. ten|th of a second, the clock keeps per-
 8. fect time.
-

9. "I hope you have lost your good looks,"
10. George Bernard Shaw once wrote Mrs.
11. Patrick Campbell, "for whilst they last
12. any fool can adore you, and the adoration of

*The contraction for con may not be used here as it would bring two lower signs together when neither one or the other is in contact with a sign containing an upper dot.

1. fools is bad **for** ^{the} soul. No, give me a
 2. ruin|ed complexion and ^a lost figure and
 3. 16 ch|ins and ^a farmyard of crow's feet and
 4. an obvious wig. Then you shall see me come
 5. out strong."
-
6. No error is **so common as to** ^{suppose that}
 7. a smile is a **necessary ingredient of the**
 8. pleasing. There are few faces that can afford
 9. ^{to} smile. A smile is some|times bewitch|ing,
 10. in gen|eral vapid, often a contortion. But
 11. the bewitch|ing smile usually beams from the
 12. grave face. It is then irresistible.

Continue reading these excerpts ; read them several times, if necessary, until you can read them easily :

1. Wh|en Kansas City (Kansas) cars
2. stop in front of a cafeteria of that city, a
3. boy st|and|ing nearby* jots down the license
4. numbers. "For one cent a license num-
5. ber, we can ascertain at the courthouse the
6. names and addresses of the owners," explains
7. the manager. "Shortly after the visit
8. we mail them cards inviting them to come again.
9. It's a great myst|ery to them how we can single
10. them out from the strangers; and it builds up
11. goodwill and prestige for us."
12. —*Postage and Mailbag*

*The contraction for **by** is never used as part of a word.

1. IT'S THE CUSTOM

2. Each night wh|en the English House of
3. Commons* ends its sitting the great doors
4. to the lobby are flung open, and the st|entori-
5. an voice of the doorkeeper calls: "Who
6. goes home?" The custom is centuries
7. old. In bygone days, link-boys with
8. torches lighted a way for depart|ing members
9. through dark London streets, where footpads
10. lurked. The doorkeeper's cry called
11. them together.

12. —*London Daily Telegraph*

*Contraction **com** is not used when it follows the capital sign.

1. At a state banquet given by
2. Fred|erick the Great of Prussia to his
3. courtiers and noblemen, the monar|ch asked
4. those present to explain why his revenues
5. continued to diminish despite incoming
6. taxes. An old gen|eral of the Hussars
7. remarked dryly, "I will sh|ow Your Maj-
8. esty what happens to the money."
9. Procuring a piece of ice, he
10. lifted it high for inspection; then he hand|ed
11. it to his neighbor and request|ed that it be
12. passed on from hand to hand to the King. By the time

1. it rea|ch|ed Fred|erick, it was about the size

2. of a pea.

—*Christian Science Monitor*

3. The captain of a ship once wrote in his

4. log, "Mate was drunk to-day." Wh|en the

5. mate became normal, he was terribly

6. chagrin|ed and angry; he pleaded with the captain

7. to strike out the record; he declared that he

8. had never been drunk before, that he would never

9. drink again. But the captain said, "In this

10. log we write the exact truth."

11. The next week the mate kept the log,

12. and in it he wrote, "Captain was sober

1. to-day.”

—William Lyon Phelps,
Adventures and Confessions (Scribners)

2. “One Red Rose annually in the month

3. of June for|ever” was the rent Baron von

4. Stiegel, of the noted glass works, de-

5. mand|ed in 1772 wh|en he deed|ed a plot of

6. ground to the Zion Evangelical Church

7. at Manheim, Pa. The terms were carried

8. out during the Baron’s lifetime, then

9. forgotten, but the old document was

10. found in 1901 and payments were resumed.

11. In 1902, 156 roses were paid in

12. back rent.

N. Y. Herald Tribune

1. THE ASTOR TEST

2. At a large banquet Lady Astor
3. once remarked that men were vain|er than women
4. and, meeting with stormy opposition, declared
5. herself ready to substantiate her statement.
6. Steering the conversation to men's fashions, she
7. suddenly said in a loud voice:
8. "It's a pity that the most intelligent and
9. learned men attach least importance to the
10. way they dress. Why, right at this table
11. the most cultivated man is wearing the
12. most clumsily knotted tie!"

1. **As** if on a given signal, **every** man
 2. **in the** room immediately put his hand to ^{his}
 3. tie to ^{straighten} it.
 4. — *L' Humeur* (Paris)
-
5. **The** traffic cops of Buch|arest, Ru-
 6. mania, **conduct themselves** with almost superhu-
 7. man dignity. No loud bawling-out; no
 8. **heated arguments.** Having taken an offending
 9. motorist's number in silence, the officer
 10. returns to ^{his} post with|out a word. Ex-
 11. planation: Buch|arest has in|stalled deaf
 12. mutes **as** traffic policemen.

—New York Times

1. Set up in Naples in 1924 as a
2. memorial to **Enrico** Caruso, the
3. largest candle in history, so far as is
4. known, measured 18 feet in height and
5. seven feet in circumfer|ence, and weighed
6. three tons. Lighted for 24 hours every
7. year on All Souls' Day, it is expected
8. to last 1800 years.

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9. —*Collier's*
10. Do not hurry, do not flurry,
11. Noth|ing good is got by worry.
12. A contented spirit is the sweetness of exist|ence.

(From now on, the contractions will no longer be shown in darker type.)

Now you are going to begin to read with single spacing; the spacing that is used in the Braille books. At first, you will be confused and perhaps discouraged for you have become accustomed to the other spacing. Remember that you also found the other spacing difficult at first. The fact that you have been reading with double spacing for so long will not hinder you in any way; you will soon adjust yourself to the change. This is just another step in learning to read Braille and it, also, requires practice.

First try the new spacing with single words only. Read the following by **columns**. **Do not read across each line** as you have been doing. The lines are numbered so that you can tell whether you are repeating or omitting lines. The main thing in reading these columns is to practice going from one line to the next with ease. I will put your finger on the first word of each column:

1. arm	1. bed	1. is
2. red	2. about	2. art
3. tin	3. bin	3. ere
4. ten	4. car	4. sand
5. shy	5. also	5. hand
6. ring	6. blind	6. forth
7. thing	7. band	7. then
8. her	8. king	8. able
9. tar	9. no	9. ear
10. jar	10. now	10. paid
11. your	11. our	11. sting
12. stand	12. land	12. wand
13. bar	13. cow	13. low
14. comb	14. within	14. we
15. form	15. spirit	15. world
16. father	16. mother	16. come
17. could	17. should	17. through
18. who	18. oft	18. much
19. name	19. would	19. if
20. know	20. day	20. young
21. him	21. its	21. they
22. on	22. word	22. cannot
23. chin	23. sing	23. stand
24. led	24. row	24. little

Read this page exactly as you read the other. These words are also composed of two characters each :

- | | | |
|------------|-----------|---------------|
| 1. shed | 1. shy | 1. fed |
| 2. far | 2. ever | 2. quick |
| 3. show | 3. mar | 3. again |
| 4. off | 4. part | 4. either |
| 5. oft | 5. their | 5. sty |
| 6. form | 6. fort | 6. about |
| 7. thy | 7. wither | 7. inch |
| 8. men | 8. den | 8. pen |
| 9. pin | 9. fin | 9. shin |
| 10. on | 10. are | 10. according |
| 11. thy | 11. band | 11. ten |
| 12. hand | 12. my | 12. children |
| 13. oust | 13. me | 13. letter |
| 14. had | 14. sin | 14. under |
| 15. whose | 15. those | 15. sow |
| 16. war | 16. there | 16. spirit |
| 17. must | 17. why | 17. stow |
| 18. ought | 18. these | 18. also |
| 19. bow | 19. mow | 19. must |
| 20. work | 20. here | 20. character |
| 21. many | 21. upon | 21. said |
| 22. whose | 22. time | 22. some |
| 23. know | 23. word | 23. one |
| 24. cannot | 24. right | 24. had |

The words on the preceding pages were composed of two characters; the words in the exercise to follow are composed of three characters. Read them by **columns** as you did the others:

- | | | |
|------------|-------------|--------------|
| 1. harm | 1. toy | 1. soft |
| 2. farm | 2. hay | 2. may |
| 3. tally | 3. dally | 3. younger |
| 4. use | 4. long | 4. tong |
| 5. table | 5. cable | 5. fable |
| 6. tent | 6. cent | 6. dent |
| 7. working | 7. worded | 7. mount |
| 8. singing | 8. ringing | 8. rest |
| 9. cost | 9. host | 9. lost |
| 10. dear | 10. fear | 10. pear |
| 11. stem | 11. start | 11. station |
| 12. fan | 12. mere | 12. sky |
| 13. perch | 13. dine | 13. seas |
| 14. peach | 14. teach | 14. reach |
| 15. bright | 15. smother | 15. mothered |
| 16. rally | 16. never | 16. tear |
| 17. fought | 17. bought | 17. bough |
| 18. tone | 18. stone | 18. earth |
| 19. odds | 19. chins | 19. fish |
| 20. blow | 20. slow | 20. fast |
| 21. eggs | 21. each | 21. read |
| 22. man | 22. park | 22. hark |
| 23. dark | 23. ship | 23. shine |
| 24. mast | 24. itch | 24. cheap |

Continue reading this exercise the same way :

- | | | |
|-----------|-------------|------------|
| 1. force | 1. ice | 1. cheat |
| 2. nation | 2. ration | 2. stem |
| 3. done | 3. lone | 3. sought |
| 4. song | 4. bring | 4. best |
| 5. dance | 5. fence | 5. chance |
| 6. bone | 6. times | 6. share |
| 7. count | 7. cone | 7. punch |
| 8. nest | 8. chest | 8. care |
| 9. post | 9. west | 9. pound |
| 10. pine | 10. mine | 10. wish |
| 11. shout | 11. fine | 11. each |
| 12. beach | 12. shine | 12. wander |
| 13. teas | 13. tea | 13. mesh |
| 14. cash | 14. fright | 14. coin |
| 15. other | 15. thunder | 15. sound |
| 16. pouch | 16. touch | 16. reach |
| 17. need | 17. heed | 17. city |
| 18. fly | 18. head | 18. start |
| 19. meat | 19. seat | 19. pity |
| 20. past | 20. mist | 20. leaf |
| 21. sever | 21. shun | 21. chart |
| 22. hence | 22. pence | 22. dare |
| 23. bench | 23. beat | 23. mash |
| 24. mound | 24. dish | 24. found |

The words on the following pages are not preceded by the number of the line, so if you do not read the above words easily, practice reading them again.

The words on this page contain words composed of three and four characters. Continue reading them by columns:

1. tough	lunch	invert	seals
2. spout	match	convert	rented
3. known	guest	inward	ounce
4. nothing	posted	insert	pinched
5. stop	porch	instance	patch
6. forest	veranda	instable	niche
7. ghost	clown	hinder	namely
8. stern	night	goodly	scone
9. aster	fight	berry	mushy
10. gown	breathe	merry	muddy
11. China	latch	cherry	move
12. tiny	chintz	formless	moved
13. heart	contend	flying	knot
14. rubber	cloud	cheating	kingly
15. water	quicksand	emblem	jump
16. shoot	quickly	corn	jumble
17. forward	nugget	commanded	tumble
18. since	taken	understand	thimble
19. danced	chances	robber	joke
20. stage	brought	river	jiffy
21. asked	throughout	shiver	hobble
22. stiff	jabber	storm	dismal
23. chief	motherless	grip	mouse
24. staff	trend	spend	yearn

If you read the preceding exercise comparatively easily, continue with the next one. Always repeat each exercise many times, as the practice is very necessary. The next exercise contains words composed of four Braille characters. Continue to read by columns and read each one many times:

1. foggy	hidden	lane	tame
2. chanced	glance	fencer	play
3. wood	forests	hill	fatherland
4. landlord	chess	house	search
5. desk	sheet	paper	trying
6. book	needed	brought	thoughts
7. fresh	thread	nice	mice
8. fringe	mounds	towns	seek
9. unless	thereupon	thundered	workman
10. partly	timeless	motherless	alone
11. daytime	sometime	nameless	rightly
12. worldly	bounded	counted	barren
13. chant	stitch	hitch	feasts
14. seamen	seals	shade	awful
15. action	therefore	whenever	weather
16. strain	yeast	frost	accent
17. commas	whole	date	marbles
18. effort	beggar	bigger	nearer
19. case	final	contend	lowered
20. occur	sense	begins	distance
21. contain	seeing	lowest	formation
22. print	treat	clear	money
23. digging	soon	declared	besides
24. lamb	redde	meander	peers

Continue reading the words by columns. The following words are composed of words consisting of four and five characters :

1. disown	depth	parchment
2. disjoin	daytime	essence
3. disinter	center	conference
4. group	chowder	occasion
5. disgust	cease	entrance
6. ground	sender	commerce
7. margin	powder	comfortable
8. marine	breach	gingham
9. winter	cabin	reverence
10. spring	laugh	tenement
11. ocean	charity	general
12. flower	underhand	muffler
13. gamble	strap	rainbow
14. plush	clever	sanity
15. church	offence	school
16. fiend	beware	stationary
17. heard	modern	stocking
18. headed	tarnish	tongue
19. finest	contrary	whisper
20. longing	lonesome	whistle
21. wealth	disorder	ovation
22. mandarin	dismay	consume
23. gloom	quicksand	section
24. soundless	timely	heroine

Now read the following words composed of five characters each :

1. dispatch	resist	adduce
2. choice	sorrow	addict
3. disgusting	songster	discounted
4. discover	stringent	discuss
5. groan	limber	proofs
6. grounded	condense	constant
7. rounded	condition	fiction
8. mountain	fountain	hiccup
9. maple	mansion	proven
10. mental	useless	newest
11. mellow	branch	injury
12. radio	brandish	severe
13. slight	manner	blending
14. brother	street	countless
15. system	mandate	country
16. season	medals	chancery
17. useable	sounded	thereinto
18. obtain	senior	partition
19. globe	senile	gathered
20. copied	silver	totally
21. plate	cellar	throng
22. restful	addition	dryness
23. stitched	highly	contrary
24. converge	brightened	golden

Now read the following words composed of six characters each. Continue to read by columns:

1. hilarity	chestnut	function
2. innocence	department	atonement
3. direful	question	commission
4. omission	counterpart	reversion
5. continuance	hundred	laughter
6. educate	identity	comeliness
7. conscience	position	marginal
8. masterful	polite	police
9. quotation	ransom	library
10. scribble	screaming	stories
11. guidance	fadeless	continues
12. distress	district	future
13. furnish	continent	juvenile
14. watchword	reserve	outbound
15. aggress	customer	enamels
16. justice	accepts	creator
17. motors	engines	lightning
18. engrave	continuance	cabbage
19. cabinet	cabaret	business
20. butchery	bucket	plague
21. topics	lively	headache
22. halves	disclose	attention
23. churches	preaches	performance
24. sameness	kingdoms	nuisance

Now read the following by columns—there are two columns to a page. Each line is numbered twice so that you can tell whether you are repeating or omitting a line:

- | | |
|---------------------------|-----------------------|
| 1. Do not go. | 1. I will go. |
| 2. Have you it? | 2. I have not. |
| 3. A big man. | 3. A fat man. |
| 4. A thin boy. | 4. A deaf man. |
| 5. A good boy. | 5. A dear girl. |
| 6. A big dog. | 6. Not long ago. |
| 7. A pet cat. | 7. A sad sight. |
| 8. A new hat. | 8. A hot day. |
| 9. A warm vest. | 9. A new roof. |
| 10. A warm fur. | 10. Some nice people. |
| 11. A cheap ring. | 11. One nice day. |
| 12. A new map. | 12. A good tart. |
| 13. A bad boy. | 13. A dark man. |
| 14. A fine day. | 14. A tan cab. |
| 15. A wet day. | 15. Do pay it. |
| 16. The bright sun. | 16. She will sew. |
| 17. A fine lad. | 17. I say so. |
| 18. A big fig. | 18. A big fly. |
| 19. It is far. | 19. An old rag. |
| 20. A red car. | 20. A tin cup. |
| 21. An old car. | 21. Do let her. |
| 22. A bright day. | 22. Do get it. |
| 23. A very bright day. | 23. Do get it here. |
| 24. Very bright daylight. | 24. Do get here soon. |

Now continue to read these phrases and simple sentences:

(A mark of punctuation denotes the end of the line.)

1. A hot day.
2. A very hot day.
3. A very wet day.
4. A very big man.
5. A very fat boy.
6. Not so long ago.
7. Some very nice people.
8. Do not do it.
9. Do not pay it.
10. It is not far.
11. A very old car.
12. A new pet cat.
13. A very bad boy.
14. A very sad sight.
15. She will not sew.
16. Do not get it.
17. A very bright sun.
18. A very fine pie.
19. A very high hill.
20. An old house.
21. A very old house.
22. A very old red house.
23. See the very old red house.
24. Do you see the very old red house?

Continue reading across the line as you did the preceding page:

1. She will not get it.
2. He will not do it.
3. They cannot find it.
4. He will not leave.
5. He will not leave here.
6. She will not play.
7. They will not come here.
8. He will not leave here yet.
9. They will not come here now.
10. See the bright red sun.
11. See our new black cat.
12. The boy has a new toy.
13. The boy has a very new toy.
14. Can you find my dog?
15. Can you find my lost dog?
16. Can you find my lost tan dog?
17. Have you a coat?
18. Have you a new coat?
19. Have you a new black coat?
20. Are you coming here?
21. Are you coming here soon?
22. Are you coming here very soon?
23. Do try to come here as soon as you can.
24. Try to come here and see us as soon as you can.

Continue reading this page in the same way. The phrases and sentences are for practice in going from one line to the next. Read them over and over until you can go from one line to the next without too much difficulty. The numbers will guide you so that you can tell whether you are inclined to repeat or omit lines:

1. The pretty girl.
2. The very pretty girl.
3. The very pretty dark girl.
4. The very pretty tall dark girl.
5. The very pretty tall dark girl alone.
6. The man came here.
7. The old man came here.
8. That old man came here yesterday.
9. The very old man came here yesterday.
10. The very nice old man came here yesterday.
11. The red brick house.
12. The new red brick house.
13. The nice new red brick house.
14. Open the window.
15. Please open the window.
16. Do please open the window.
17. Please open the window very soon.
18. Open the window for me if you can.
19. The train was late.
20. The train was very late.
21. Her train was very late.
21. Her train was very late indeed.
22. His train was very late in arriving.
23. I hear that his train will be late.
24. He says that his train will be late.

From now on a mark of punctuation no longer denotes the end of a line. The lines are still being numbered in Braille:

1. If you love the
2. scent of flowers,
3. plant those which smell
4. the sweetest near the
5. house. Border the walk
6. to the entrance with English
7. lavender or old-
8. fashioned pinks; plant
9. clumps of phlox,
10. climbing roses, sweet
11. alyssum, mignonette,
12. stock and sweet
13. William, narcissus
14. and hyacinth, near the
15. living-room windows.
16. Nicotiana, which
17. smells sweetest at
18. night, belongs under
19. bedroom windows, as do
20. lilacs. Brier and
21. other old-fashioned
22. roses and flowering
23. currant blooming near the dining
24. room will waft their delicate

1. perfume into the room.
 2. For your garden walks,
 3. try Francis Bacon's
 4. plan, and plant them
 5. with "burnet, wild
 6. thyme and water mints,
 7. which perfume the
 8. air most delight-
 9. fully when trodden
 10. upon and crushed, so that
 11. you may have pleasure
 12. when you walk."
-

13. Because more than nine
14. tenths of the crimes in
15. this country are committed
16. by men, must we con-
17. clude that women are
18. better than men—or
19. only cleverer in not
20. getting caught? The
21. explanation is prob-
22. ably that the ma-
23. jority of crimes
24. have to do with getting

1. money—traditionally
2. the masculine
3. function. This theory
4. is further borne
5. out by the fact that *more*
6. *than half of*
7. *women's crimes*
8. *are murder or other*
9. *"crimes of pas-*
10. *sion."* Men are more
11. prone to cold-blooded
12. acts; women have to
13. get good and mad
14. before they break
15. loose.

—Editorial in *Woman's Home Companion*

16. A riot in France
17. is one of the most remark-
18. able things in the world.
19. The frenzied com-
20. batants maintain
21. perfect discipline.
22. There is no fighting
23. at all between 7:30 p.m.
24. and 9, when everyone

1. takes time out for
2. dinner. During the
3. riots of 1934, com-
4. munists, royalists, fascists,
5. socialists fought
6. shoulder to shoulder under
7. red flag and tricolor
8. against the police and the
9. Garde Mobile. But
10. fighting stopped on the
11. stroke of midnight,
12. because the Paris Métro
13. (underground) stops
14. running at 12:30,
15. and no one wanted to
16. walk home. Bloody
17. bandaged fighters and
18. police jostled their
19. way into the trains
20. together. Promptly
21. at 7:30 the next
22. morning, the riot
23. started again.

GOOD SAMARITANS BY-THE-HOUR

1. The Bureau of
2. Hourly Nursing Service
3. was started in New York
4. to fill the need commonly
5. felt in large cities
6. where people in the same
7. apartment building seldom
8. know each other and neighborly
9. help in an emergency
10. cannot be counted on. It
11. is a non-profit
12. organization sponsored
13. by the Association of
14. Graduate Nurses of
15. Manhattan and the Bronx.
16. For a little more than \$1
17. an hour, the Service
18. sends a nurse for any
19. length of time you wish
20. between 8:30 a.m. and
21. 10 p.m. Among the
22. nurses are some who
23. speak almost every language
24. on earth, including

1. Persian, Yiddish and
2. Chinese. Several are
3. professional typists who
4. can take dictation; many
5. are occupational therapists
6. who will teach, for a small
7. additional charge, such
8. arts as bookbinding and
9. rug weaving.
10. All these nurses
11. try to direct the
12. attention of chronic
13. invalids into fields
14. of personal interest—
15. one gives a patient
16. piano lessons, another
17. teaches Braille, and still
18. another started a victim
19. of infantile paralysis
20. toward a successful career.
21. The Bureau has sent
22. nurses on trips with
23. invalids; it arranges
24. to meet sick people at

1. railway terminals.
2. Recently it sent a
3. nurse to the Newark
4. airport with the proper
5. food for a baby whose
6. mother had to change
7. planes there.

—Promenade

Read each of these articles twice:

8. Wilson Barrett, the
9. actor, thinking to give a
10. number of workmen who were
11. redecorating his house a
12. treat, asked if they would
13. like to have complimentary
14. seats one evening to see him
15. play in "The Lights of
16. London." They said they
17. didn't mind if they did,
18. and all went one Saturday
19. night.
20. At the end of the week,
21. Barrett's eye caught
22. sight of this item against
23. each workman's name on
24. the pay-sheet: "Saturday

1. night. Four hours overtime
2. at Princess Theater,
3. eight shillings."

—Lippincott's

Be sure to read all articles the second time.

4. Mothers are great in the eyes
5. of their sons because they are
6. knit in our minds with all
7. the unspeakably dear trifles
8. of life. I cherish a little
9. strip of tape on which my
10. name is marked a dozen times
11. in my mother's familiar
12. script, for that humble band
13. of linen was a kind of passport
14. into manhood. It goes back
15. to the time I first went away
16. from home and she could no longer
17. mark my garments with my name;
18. I was to cut the autographed
19. sections of the tape and sew
20. them on any new vestments.
21. Of course I did not do so;
22. what little boy would be so
23. faithful to so feminine a trust?
24. But now the little tape, soiled

1. by years of wandering, lies in
2. my desk drawer as a symbol
3. and souvenir of that endless
4. forethought and loving kindness.

—Christopher Morley, *Mince Pie* (Lippincott)

APPLIED PSYCHOLOGY

5. "I am not starving and I do
6. not have 17 children to feed," ran
7. the sales chatter of a woman
8. selling gardenias outside the
9. Music Hall, New York. "I
10. sell flowers because I love
11. flowers and enjoy selling them.
12. If you care to buy, they are
13. 25 cents each, and I will
14. thank you. If you are not
15. interested, that is your business,
16. and God speed you on your way."
17. She emptied five baskets in
18. 15 minutes.

—George Tucker

19. The test of good manners is
20. being able to put up pleasantly
21. with bad ones.

1. ONLY 25 YEARS AGO
2. Alexander Woollcott in a
3. "Town Crier" Broadcast
4. The young among you would be sur-
5. prised at how much we didn't know
6. 25 years ago. Look back, for
7. example, to 1912 and a young
8. reporter on the New York *Times*
9. in whom I feel an almost morbid
10. interest. His name is Alexander
11. Woollcott; he is 25; and we
12. might describe him in terms
13. of things he doesn't know.
14. Let's see:
15. He's suffering from an
16. inferiority complex but he's never
17. heard of one. He's never
18. heard of daylight saving. Nor
19. rayon. Nor soviets. Nor
20. jazz. Nor insulin. Nor
21. G-men. Nor broccoli. He's
22. never seen a one-piece bathing
23. suit nor read a gossip
24. column. He's never heard of a step-in.

1. Nor an inhibition: He's never
 2. heard a radio nor seen a
 3. talking picture nor
 4. listened to the whir of an electric
 5. icebox. He's never seen an
 6. animated cartoon nor a
 7. cement road nor a Neon
 8. light. No, nor a filling station.
 9. Nor a wrist watch.
 10. He lives in a world quite
 11. different from our America of
 12. 1937. His very ideas are
 13. different. Take two. What
 14. does he think a job is?
 15. He thinks a job something any
 16. man can get who is willing
 17. to work. And a war? Why war is a
 18. practice still carried on only
 19. by remote, comic opera countries
 20. in Central America and the
 21. Balkans.
 22. How much he has to learn!
-

From now on the Braille numbers will be omitted at the beginning of each line ; the Braille pages will be written exactly as they appear in the Braille books. Only one side of the page is embossed, but in the Braille books interpointing is generally used, that is, raised characters appear on both sides of the paper. The reader will not be affected by interpointing as the reading side of the page will feel exactly the same ; but, for the reader-instructor's benefit, only one side of the page is being used as Braille characters can be noted more easily.

1. YOU CAN LEARN TO READ BRAILLE
2. THE CALENDAR IS OUT OF DATE
3. *The American Mercury*
4. As condensed in *The Reader's Digest*
5. Anthony M. Turano
6. When Great Britain adopted the Grego-
7. rian Calendar in 1752, making that year
8. shorter by 11 days, irate Cockneys
9. threatened a revolution to compel Parliament to
10. "give us back our fortnight." We recog-
11. nize today that no government can curtail a
12. citizen's life by a stroke of the pen; yet the
13. same affection for time-hallowed antiquities
14. prevails. An absurd hodgepodge of
15. months and days, invented by the Romans 2000
16. years ago, still regulates our activities.
17. If the housewife wishes to balance her budget
18. or resolve a personal question of
19. progeny, she must pause to recite a stupid

- 1.
2. little rhyme about "Thirty days hath Septem-
3. ber." Grave legislators cannot fix terms
4. of court except through such pitiful circum-
5. locutions as the "first Monday after the first
6. Sunday" of a certain month. Without employing
7. an expert to prorate and average his books,
8. the shopkeeper who pays weekly wages is
9. never sure whether he is in the black or
10. red—a month with five paydays will change his
11. profits to liabilities. An even greater
12. annoyance is that Easter may occur at any
13. time from March 22 to April 25. Nobody
14. clearly understands why the Lord's Birthday recurs
15. on a definite date, while the an-
16. niversary of the Resurrection varies with the
17. moon. Nevertheless, merchants must annually fit
18. their activities to lunar caprice, never know-
19. ing, when Easter comes frigidly early or
20. torridly late, to what degree shopping
21. customs will yield to common sense. Similar
22. speculations are necessarily made by
23. transportation companies, to accommodate
24. holiday travel.

2. Statistical prevarication is inevitable under
3. the prevailing calendar. For example, all
4. departments of the federal government render quarter-
5. ly accountings to the Director of the Budget.
6. But the quarters contain respectively 90,
7. 91, 92 and 93 days. Consequently, it
8. has been officially stated that errors "in ex-
9. isting government statistics may be found in every
10. department."

11. It is not surprising that, in response to a
12. United Press questionnaire, business
13. leaders voted 37 to 3 in favor of calendar
14. revision. The same dissatisfaction with the pres-
15. ent system has been voiced by the American
16. Labor Conference, the International Labor
17. Office, the National Education Association and the
18. American Association for the Advancement of
19. Science.

20. Our present calendar is the result of
21. cosmological accident, aggravated by mun-
22. dane stupidity. Ancient man, naturally
23. ignorant of the fact that the solar year contains
24. 365 days, 5 hours, 48 minutes and

- 1.
2. 45.51 seconds, tried to compute a solar
3. year by the phases of the moon. What makes
4. lunar calendars unavoidably lunatic is
5. the fact that a 12-moon period is about
6. $11\frac{1}{4}$ days short of a solar year; and the ac-
7. cumulating lag eventually causes the winters
8. to arrive in summer. The orthodox Jews, who
9. still use a lunar calendar, synchronize their
10. seasons by intercalating an extra month every
11. two or three years.
12. The early Romans struggled along on a
13. 10-month year of 304 days until the
14. seventh century B.C., when Numa Pom-
15. pilius added January and February. But the
16. length of the year remained so uncertain that the high
17. priests habitually shortened it when their po-
18. litical opponents were in office, and length-
19. ened it to please their favorites.
20. In the meantime, by studying the shadows of their
21. pyramids, the Egyptians had agreed upon
22. a solar year of $365\frac{1}{4}$ days, which they di-
23. vided into 12 months of 30 days, with five
24. extra days for non-calendrical jollification,

2. and a leap year in every four.
3. This system was adapted to the Roman world when
4. Julius Cæsar decreed that the year 46
5. B.C. be prolonged to 445 days, in order
6. to catch up with the sun. Because of the current super-
7. stitions in favor of odd numbers, the five
8. feast days were distributed among the months. A
9. day was clipped from *Februarius* and given to
10. *Quintilis*, which was renamed *Julius* in
11. honor of the calendar-maker. A second am-
12. putation was later performed on *Februarius*
13. by Augustus, who gave the day to his own
14. birth-month of August.
15. Subsequently, in 325 A.D., the
16. Council of Nicaea established a seven-day
17. week, which began to travel in utter independence
18. of the months and years. It was further ordered that
19. Easter must be celebrated on a day to be
20. fixed partly according to the first moon after the
21. vernal equinox, and partly to prevent the
22. holiday from coinciding with the Jewish Pass-
23. over. In 1582 Pope Gregory cor-
24. rected Cæsar's astronomy by ordaining that

- 1.
2. three leap years be dropped every four
3. centuries.
4. The result is a chaotic jumble of time
5. units that is utterly incompatible with this age
6. of precision. The confusion is rendered even
7. worse by the fact that some nations have adopted the
8. Gregorian calendar for international pur-
9. poses, without enforcing it in their internal af-
10. fairs. At present, there are different New
11. Years for Armenians, Moslems, Cop-
12. tics, Hindus and Hebrews. And a plane
13. leaving London on January 5, 1939,
14. reaches Belgrade, Yugoslavia, the same
15. day, but on a date designated as De-
16. cember 23, 1938.
17. The need for a new calendar is widely
18. recognized. When the question was first con-
19. sidered by the League of Nations in 1923, the
20. delegates came forth with 185 different pro-
21. posals, each claiming some superiority over
22. the prevailing system.
23. This babel of voices has since piped
24. down to two plans of practical merit. One

2. is the Positivist Calendar, dividing the
3. year into 13 months of four weeks each, with
4. an unnumbered extra day between December and
5. January, and a Leap day every four years at the
6. end of June. The new month, "Sol," would
7. be inserted between June and July. But a 13-
8. month year would be a total stranger to its
9. Gregorian predecessors, to the added con-
10. fusion of historians and accountants. And the
11. superstitious would pale at a calendar with an
12. unlucky Friday falling regularly on the
13. 13th of each month, 13 times a year.

14. The bulk of international support has gone
15. to the World Calendar, a 12-month scheme that
16. would remove most of the faults of the present
17. system, without drastically upsetting established
18. customs. The year would consist of equal quar-
19. ters, each having a month of 31 days fol-
20. lowed by two months of 30 days. Every quarter would
21. have 13 even weeks, and would begin on Sunday
22. and end on Saturday. The 365th day of the year
23. would be observed as a supernumerary Saturday,
24. known as Year End Day; and there would be a

- 1.
2. quadrennial "Leap Day" between June and
3. July. By introducing the reform at the close
4. of 1939, or 1944, the year would invariably
5. begin on Sunday; and any given date would
6. fall on the same day of the week each year.
7. Thus the bookkeeper could compare one quarter with
8. another, without adjustment; and the months would all
9. contain 26 weekdays. An incidental ad-
10. vantage is that Christmas and New Year's
11. would always be week-end holidays, a welcome
12. phenomenon that now occurs at rare intervals.
13. The World Calendar has already been endorsed
14. by the representatives of 14 nations; and fa-
15. vorable action by the United States may be
16. inferred from the friendly attitude of our
17. Central Statistical Board, which is com-
18. posed of four cabinet members. France and
19. England have postponed action, pending ecclesi-
20. astical agreement on the position of Easter;
21. but there seems to be no religious obstacle.
22. According to the pronouncement of the Holy See,
23. "no question of dogma" is raised by pro-
24. posed calendar reform, or a stationary Easter.

2. Most of the Protestant denominations agree in
3. substance with the Archbishop of Canterbury, who
4. finds it "impossible to resist the pleas of re-
5. form" which come "with practical unanimity from
6. trade, industry and commerce throughout the civ-
7. ilized world."

8.

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9. Merely having an open mind is nothing.
10. The object of opening the mind, as of opening the
11. mouth, is to shut it again on something solid.

12.

—G. K. Chesterton.

13.

ROSES IN DECEMBER

14. If you want roses from your own garden in
15. winter, go round the beds in summer in the early
16. part of the day, when the dew has all dried from
17. the rosebuds and select those just showing color.
18. Cut them with a sharp knife, leaving as long a

- 1.
2. stem as possible. Have ready some melted wax,
3. and immediately dip the cut stems into this. Allow the
4. wax to set; then wrap the buds in tissue
5. paper and pack them in a box. Put the rosebuds
6. in a dry, cool place where there is no dan-
7. ger of frost. When the rosebuds are wanted,
8. unwrap them, cut off the waxed ends, and put
9. them in tepid water. The buds will gradually
10. open, and be as fresh as if newly gathered.

11. —Margaret G. Cameron in *Gardening*

12. Sir Arthur Conan Doyle once re-
13. lated a bantering conversation he had had with a
14. \$10-a-week actor who was in the cast of one
15. of his plays. The young chap had laughingly sug-
16. gested that the two agree to divide their in-
17. comes with each other for the rest of their lives, but
18. naturally Sir Arthur had refused such a
19. ridiculous offer. The \$10-a-week youngster
20. was Charlie Chaplin.

21. —*The Christian Science Monitor*

2. THESE MEN MAKE OUR WORLD

3. *The Commentator*

4. As condensed in *The Reader's Digest*

5. Merle Thorpe

6. Editor and Publisher of *Nation's Business*

7. In 1900 my father, together with other sturdy
 8. yeomen of his generation, characterized the automobile
 9. as an impractical "fool contraption."
 10. "Where is the money coming from to develop it?"
 11. they asked. "There are no roads for its use."
 12. "There may be a sale for two or three thou-
 13. sand but that is all."
 14. Such skepticism and downright opposition
 15. have met the introduction of practically every time-
 16. and labor-saving invention we have. The devel-
 17. opment of new products rarely springs from
 18. popular demand. On the contrary, it takes
 19. persistent persuasion to bring human beings to
 20. accept a higher standard of living.
 21. And cantankerous opposition does not come
 22. solely from the ignorant masses. Patent
 23. Office officials once derided a man who
 24. haunted their corridors. They called him
 25. "the fool who would ride on air" because he had

- YOU CAN LEARN TO READ BRAILLE
1. an idea for a pneumatic tire. When Sam
2. F. B. Morse offered his telegraph in-
3. strument to the government, the Post Office
4. Department reported that the idea was imprac-
5. tical. In 1865 an Eastern newspaper
6. said, "Well-informed people know that it is impossible
7. to transmit the human voice over wires and
8. that, were it possible to do so, the thing would be of no
9. value." Forty-two years ago a New
10. York paper ridiculed a man who had the
11. "crazy notion" that he could supplant gas
12. lights with electricity. In London, when
13. a Parliamentary committee reported on a
14. plan for using arc lights on the streets, they
15. were asked if they had consulted the views of
16. Mr. Thomas Edison, of America. The
17. reply is there for all to read: "No, because
18. Mr. Edison has no scientific standing."
19. Parliament, reflecting popular prej-
20. udice, once passed a law forbidding the laying
21. of track for Stephenson's locomotive.
22. Stephenson had his surveying instruments smashed
23. so often that he hired a prize fighter to carry
24. them. Ministers declared the locomotive "in
25.

2. direct opposition both to the law of God and
3. to the most enduring interests of society.”
4. Medical societies declared that “the air would be
5. poisoned and birds would die of suffocation.”
6. That was only 100 years ago, and the same
7. opposition, in different form and degree, today
8. meets pioneering industry which has something new
9. to offer the public.
10. The need for new things is imperative.
11. What is a higher standard of living? Nothing but
12. new things for more people. Last year 40 percent of the
13. sales of one of our largest corporations came
14. from things developed within the past 10 years. More
15. than a million new inventions have found their
16. way into retail stores during the past 50
17. years. “Found their way?” Hardly. Someone with
18. sleepless energy found a way for them. And 18
19. of them developed into industries so great that they
20. now provide employment for $9\frac{1}{2}$ million
21. people, a fourth of all those gainfully employed.
22. If we study any of these developments,
23. we find their success was invariably due to cer-
24. tain “exciters”—trail blazers who prodded
25. us out of our inertia, who maintained constant

- 1.
2. pressure upon us to accept the higher stand-
3. ards that we resisted.
4. Who are the "exciters" who sustain this
5. pressure for progress? They are a small
6. group, but, endowed with the vision of the prophet and the
7. ardent persistence of the evangelist, they have a
8. distinct ability to stimulate men to an increased
9. exchange of their labor for the goods and services
10. of others.
11. In the language of the street, we call it
12. "selling." And in recent years we have tended
13. to decry it.
14. We recognize peculiar ability in other
15. fields—in art, music, science—but we have
16. come to feel that the peculiar ability of the stim-
17. ulators of material progress is something
18. to be ashamed of.
19. Yet the simple fact is that the United
20. States is kept a going concern through the inde-
21. structible spirit of these ambassadors of the more
22. abundant life. Who is it that speeds ob-
23. solesence, abhors stagnation, accelerates
24. turnover, prevents frozen assets? Who
25. creates and conserves employment, profits and

2. dividends? None other than the stimulator
3. of trade.
4. Suppose all the brisk evangels of
5. “selling” called it a day and quit—there you would
6. have deflation with a vengeance. The famed American
7. standard of living would collapse like the purely
8. artificial thing it is. That hoary old
9. fraud “demanded” would fade out with the completeness
10. of an eclipse of the sun.
11. The “exciters,” and no one else, are re-
12. sponsible for every wealth-producing enterprise that
13. makes for continuous employment. They are re-
14. sponsible for those telephone wires, that radio
15. aerial, that airplane, that automobile, that
16. power plant, the bank, the insurance company, the
17. water works under the city. In fact, everything in
18. the industrial field came from a small group
19. of enthusiasts who would not let go of a “fool”
20. idea, and who constitute the only agency pos-
21. sible to give us continuous and creative employ-
22. ment of all our resources.
23. Since the United States is kept a
24. going concern, not by the politicians, but by the
25. stimulators of business and pioneers of new

- 1.
 2. things, let us not deny our prospectors their
 3. grubstake of encouragement and capital. And
 4. let us make sure that we do not deny them their
 5. share of praise and recognition and profit
 6. when the oil comes in.
-

7. One afternoon Mark Twain, who lost more
8. than one hard-earned fortune by investing it in
9. hairbrained schemes described to him in
10. glittering terms, observed a tall, spare
11. man, with kindly blue eyes and eager face,
12. coming up the path with a strange contraption under his
13. arm. Yes, it was an invention, and the man
14. explained it to the humorist, who listened po-
15. litely but said he had been burned too often.
16. "But I'm not asking you to invest a fortune,"
17. exclaimed the man. "You can have as large a share
18. as you want for \$500." Mark Twain shook his
19. head; the invention didn't make sense. The
20. tall, stooped figure started away.
21. "What did you say your name was?" the
22. author called after him.
23. "Bell," replied the inventor a little
24. sadly, "Alexander Graham Bell."

—Vansant Coryell in *The Christian Science Monitor*

25.

THE END

(End of the second Braille volume.)

You have now read articles in Standard English Braille Grade II exactly as it is used in the books embossed for the Project, Books for the Adult Blind. Get in touch with the library nearest to you and take advantage of the excellent and diversified literature at your disposal. If the library is not very near or even in another state, do not be alarmed, for the books will be sent to you postage free and you may return them to the library the same way. The library will give you all the necessary information and will prove to be of great assistance to you.

Until you become more accustomed to reading Braille, it is better to ask for something that is comparatively short; read the longer books when you have had more practice and can read more rapidly. You will probably think that you are not improving and are reading as slowly as when you started; to really notice your improvement, time yourself as you read a page of Braille and then, several months later, time yourself again. Do not time yourself from day to day nor from week to week. You will not then be able to see any great difference and will become discouraged. Make a point to read a little every day, and you will soon read easily and with pleasure and will feel more than repaid for the time and patience spent on the study of Braille.

FREE CIRCULATING LIBRARIES FOR THE BLIND

The following are the libraries through which the books embossed with Government funds, Project, Books for the Adult Blind, are distributed:

DISTRIBUTING LIBRARY	GEOGRAPHICAL AREA
California, Sacramento..... California State Library.	California, Nevada.
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Denver Public Library.	
District of Columbia, Washington..... Library of Congress, Service for the Blind.	District of Columbia, Maryland, Virginia, South Carolina.
District of Columbia, Washington..... National Library for the Blind, Inc.	District of Columbia, Virginia, North Carolina.
Georgia, Atlanta	Georgia, Florida, Alabama.
Carnegie Library of Atlanta. Victor H. Kriegshaber Memorial Lighthouse for the Blind.	
Hawaii, Honolulu	Hawaii.
Library of Hawaii.	
Illinois, Chicago	Northern half of Illinois, north of Springfield; Wisconsin.
Chicago Public Library, Department of Books for the Blind.	
Illinois, Jacksonville	Southern half of Illinois, including Springfield; Iowa.
Illinois School for the Blind. Illinois Free Circulating Library for the Blind.	
Indiana, Indianapolis	Indiana.
Indiana State Library, Service for the Blind.	
Louisiana, New Orleans.....	Louisiana, Mississippi.
New Orleans Public Library, Library for the Blind.	
Massachusetts, Watertown	Massachusetts, Connecticut, Maine, New Hampshire, Rhode Island.
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Michigan, Detroit Wayne County Library, Department for the Blind.	Wayne County, Michigan.
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Missouri, St. Louis..... St. Louis Public Library, Department for the Blind.	Missouri, Kansas.
New York, Albany..... New York State Library, Library for the Blind.	New York State other than Greater New York and Long Island; Vermont.
New York, New York City..... New York Public Library, Library for the Blind.	Greater New York and Long Island, Puerto Rico, Virgin Islands.
Ohio, Cincinnati Cincinnati Public Library. Cincinnati Library Society for the Blind. Clovernook Home for the Blind, Mount Healthy, Ohio.	Southern half of Ohio, south of Columbus; Kentucky, Tennessee.
Ohio, Cleveland Cleveland Public Library, Department for the Blind.	Northern half of Ohio, including Columbus.
Oklahoma, Oklahoma City..... Oklahoma Library Commission.	Oklahoma, Arkansas.
Oregon, Portland Library Association of Portland.	Oregon, Idaho.
Pennsylvania, Philadelphia Free Library of Philadelphia.	Eastern half of Pennsylvania, including Harrisburg; Delaware, New Jersey.
Pennsylvania, Pittsburgh Carnegie Library of Pittsburgh, Division for the Blind.	Western half of Pennsylvania, west of Harrisburg; West Virginia.
Texas, Austin Texas State Library.	Texas.
Utah, Salt Lake City..... Salt Lake City Public Library.	Wyoming.
Washington, Seattle Seattle Public Library, Library for the Blind.	Washington, Alaska, Montana.

LIST OF SOME OF THE BETTER KNOWN MAGAZINES

The All Story Braille Magazine (Fiction from current magazines.) Published monthly in Standard English Braille Grade II and distributed free. Address: American Brotherhood for the Blind, 117 West 9th Street, Los Angeles, California.

The Braille Book Review (A guide to Braille publications.) Published monthly in Standard English Braille Grade II and distributed free. Address: New York Public Library, Department for the Blind, 137 West 25th Street, New York, New York.

The Braille Mirror (Contains a panorama of world news, the latest political events, humor, an open forum section, news notes and an occasional short story.) Published monthly in Standard English Braille Grade II; \$2.50 a year to blind individuals. Address: Braille Institute of America, Inc., 741 North Vermont Avenue, Los Angeles, California.

Braille Radio News (Contains radio news.) Published monthly in Grade One and a Half Braille; \$2.00 a year to the blind. Address: Clovernook Printing House for the Blind, Mount Healthy, Ohio.

The Catholic Review for the Blind (A religious magazine.) Published semi-monthly in Grade One and a Half Braille; distributed free to Catholics. Address: Xavier Free Publication Society for the Blind, 136 West 97th Street, New York, New York.

Christian Record (Contains mostly religious articles.) Published monthly in Grade One and a Half Braille; distributed free. Address: Christian Record Benevolent Association, 3705 South 48th Street, Lincoln, Nebraska.

Christian Science Bible Lessons (Contains weekly lesson sermons.) Published monthly in Grade One and a Half Braille; \$2.50 a year. Address: The Christian Science Publishing Company, 1 Norway Street, Boston, Massachusetts.

The Church Herald for the Blind (A religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: National Council of the Protestant Episcopal Church, 281 Fourth Avenue, New York, New York.

The Evangel (A religious magazine.) Published monthly in Standard English Braille Grade II; distributed free. Address: Hope Printing Company for the Blind, Inc., 300 South Gremps Street, Paw Paw, Michigan.

Forward Day by Day (A religious magazine.) Published bi-monthly in Grade One and a Half Braille; distributed free. Address: The Forward Movement Commission of the Protestant Episcopal Church of the U.S., 412 Sycamore Street, Cincinnati, Ohio.

- The Full Gospel Monthly** (A religious magazine.) Published monthly in Standard English Braille Grade II; distributed free. Address: Full Gospel Publishing Company for the Blind, 431 Delaney Street, Orlando, Florida.
- The Herald of Christian Science** (Christian Science magazine.) Published quarterly in Grade One and a Half Braille; \$1.00 a year. Address: The Christian Science Publishing Society, 1 Norway Street, Boston, Massachusetts.
- Jewish Braille Review** (Contains articles of interest to Jewish readers.) Published Monthly in Standard English Braille Grade II; distributed free. Address: Jewish Braille Institute of America, Inc., 1825 Harrison Avenue, Bronx, New York.
- The John Milton Magazine** (A religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: John Milton Society, 156 Fifth Avenue, New York, New York.
- The Lamp** (A religious magazine.) Published quarterly in Standard English Braille Grade II; distributed free. Address: Christian Association for the Blind, 383 East 141st Street, New York, New York.
- The Lutheran Messenger for the Blind** (A religious magazine.) Published monthly in Standard English Braille Grade II; distributed free. Address: Braille Institute of America, Inc., 741 North Vermont Avenue, Los Angeles, California.
- Lux Vera** (A Catholic religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: Joseph Gockel, 2342 North 36th Street, Milwaukee, Wisconsin.
- Matilda Ziegler Magazine for the Blind** (Contains articles of general interest.) Published monthly in Grade One and a Half Braille with some of the contractions of Standard English Braille Grade II; distributed free. Address: Matilda Ziegler Publishing Company for the Blind, Monsey, New York.
- Our Special** (A magazine for women readers.) Published monthly in Grade One and a Half Braille; distributed free. Address: National Braille Press, 110 Tremont Street, Boston, Massachusetts.
- Outlook for the Blind** (A magazine for professional workers for the blind.) Published 5 times a year; 40c a year. Address: American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York.
- The Reader's Digest** (A Braille reproduction of the inkprint magazine.) Published monthly in Standard English Braille Grade II; Subscription price \$10.00 a year. Address: American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky.
- Unity Daily Word** (A religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: Unity School of Christianity, 917 Tracy Avenue, Kansas City, Missouri.
- The Weekly News** (Current news.) Published weekly in Standard English Braille Grade II; distributed free. Address: National Braille Press, Inc., 110 Tremont Street, Boston Massachusetts.

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