

STANDARD ENGLISH BRAILLE  
IN  
TWENTY LESSONS


BY  
MADELEINE SEYMOUR LOOMIS

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# STANDARD ENGLISH BRAILLE

IN

## TWENTY LESSONS

BY  
MADELEINE SEYMOUR LOOMIS

*Author of*  
BRAILLE  
GRADE ONE AND ONE-HALF  
AND HOW TO LEARN IT  
IN TEN LESSONS



HARPER & BROTHERS PUBLISHERS  
NEW YORK AND LONDON

1934

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Printed in the United States of America*

FIRST EDITION

D-I

To

THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND

whose Edwin Gould Printery Fund  
has made this book possible

## PREFACE

Standard English Braille (Grade II) in Twenty Lessons is written with a threefold purpose in view. First to aid those who desire to teach; second, to help those who are learning either with an instructor or alone; and third, to act as a guide and reference for those who already know the system.

The work is outlined in detail and so divided that the students learning without the aid of an instructor have only to follow it paragraph by paragraph in order to receive a complete course in Braille.

Each lesson is in three parts:

Part I consists of exercises for practice in the use of the signs given in previous lessons.

Part II contains new signs and formations with the necessary explanations.

Part III contains home work.

All exercises to be transcribed are given in Braille beginning on page 70 so that the teacher or pupil may refer to them in correcting the work. The answers to the Oral Reviews and words containing contractions to be marked are also given.

Care has been taken in assembling these exercises that they include only those signs and rules that have already been given and explained in previous lessons. No word or sentence of any exercise contains any contraction until that contraction has been given and explained.

For those using the slate it must be remembered that the ink print dots represent the side that is being read. So in correcting the exercises compare the side that is to be read (not the side that it is written on) with the ink print Braille pages. On pages 65-69 all Braille signs are reversed showing the Braille sign exactly as it should be written on the slate. With these pages as a guide, people writing on the slate will have no difficulty in using this book.

All rules and principles of Braille transcribing conform with those adopted and authorized by the British Uniform Type Committee and the American Committee on Grade II representing the American Association of Instructors of the Blind, The American Association of Workers for the Blind, and the American Foundation for the Blind.

On pages 58, 59 the transcriber will find a complete list of all contractions used in Grade II. These are alphabetically arranged and contain a notation stating when each contraction may and may not be used.

While Braille may seem complicated in the beginning anyone can learn it with a little patience and practice. The best transcribers are not always those who learn it the most rapidly and with the least difficulty. And always remember that it is the accuracy of the work and not the quantity of work that counts and qualifies one as a good transcriber.



## FOR THOSE WHO ALREADY KNOW GRADE 1½ BRAILLE

The greatest difference between Grade 1½ and Standard English Braille Grade II is, of course, the addition of 141 new contractions. Grade 1½ contained 44 contractions and Grade II contains 185. This statement should not alarm nor discourage transcribers for 73 of these additional contractions are abbreviated words and do not have any particular Braille formation for you to memorize. Abbreviated words were not used in Grade 1½ and are exactly what the name implies, an abbreviated word. For example, "paid" is, in Grade II, always written "pd," although the word may not be abbreviated in the text. When any one of the 73 abbreviated words appears it must be abbreviated, this is as obligatory as the use of a contraction whenever possible. These 73 words must be memorized and the abbreviations for them, as you will soon learn, are very obvious.

One thing you will have to train yourself to remember is that all contractions may not appear in all parts of a word. In Grade 1½ if a contraction did not overlap the syllables of a word it could be used. In Grade II certain contractions may be used only at the beginning of a word and certain contractions must never be used at the beginning. This rule is due to the fact that, in the new system, certain characters express more than one contraction and the meaning of the character, in such cases, is determined by its location in the word. "Ing" in the new system must never be used at the beginning of a word.

Contractions may now overlap the syllables of a word, but certain rules have been made to avoid the use of a contraction when its use might be confusing to the reader.

Another difference in the two systems is the fact that whole and part word signs take their whole word meaning when used with the hyphen to form compound words. Formerly in a word like "good-will" the contraction for "will" could not be used, now the contraction may be used. Hyphenated words in italics require but one italic sign, previously the italic sign had to be repeated before each part of the hyphenated word.

Your attention is also called to the fact that the dots are now numbered differently. The left hand dots are now 1, 2, 3 and the right hand dots are 4, 5, 6. In other words the two top dots are now 1 and 4 instead of 1 and 2.

A great saving of space is due to another change, that is, the new rule governing "and," "for," "of," "the," and "with." When these words follow one another or are followed by "a" there is no space between them. This is something you will have to watch closely for you have formed the habit of making a space between "and the" and it must now be written "andthe." Watch yourself carefully for you will find it a great temptation to make the space. When you have done some transcribing in Grade II you will realize the enormous amount of space that is saved by writing these words the new way.

Lower Signs now have rules governing them and again you must make a change and train yourself to remember it. Two lower signs must not appear together without a space between them unless one of them is in contact with a sign containing dot 1 or dot 4. There are more rules governing these lower signs but that point is explained more fully in the lessons. But note and remember that in writing "in," the "in" must not be contracted for if the contraction is used it brings two lower signs together when neither is in contact with a sign containing an upper dot.

All these changes are explained more fully in the lessons to follow but it is well to note beforehand where the changes are to occur. Dollars are expressed differently and the spacing in A. M. and P. M. is not the same. In the lessons to follow do not think that in the new system you must look only for additional signs and contractions but also bear in mind constantly that some of the things you already know have been changed. The new contractions will not be difficult to learn, they are all listed on pages 58, 59 (pages 68, 69 for slate workers) with rules that will guide you in the proper method of using them.

To give you an idea of the value of contractions, take, for example, the sentence THE FOUNDATION OF THE FOUNTAIN IS REALLY VERY STRONG. In uncontracted Braille this sentence would require 45 signs, in Grade 1½ it would require 34 signs and in Grade II it would require but 25. (Compound signs were counted as two signs.)

In order to gain complete knowledge of Grade II and to learn how to transcribe accurately, it is suggested that you do all the exercises in the lessons to follow. The new contractions begin to appear in Lesson II, so even though you have already learned Grade 1½ it is better to begin at the beginning. As much practice as possible is advisable in order to learn the correct use of all the contractions and to obtain the accuracy necessary in transcribing. The sentences in the exercises are given to bring out many confusing points. By doing them all in the order given the transcriber will find the learning of Grade II more simple and more thorough than the method of merely reading the text and adapting it to the old system. You have many more contractions and rules to deal with and the additional practice will prove most helpful. And above all, do not become discouraged for if you were able to learn Grade 1½ you should have no difficulty in mastering Grade II.

# LESSON I

## *Explanation of the Braille System:*

The Braille system is based on a formation of six dots, three high and two wide. For the sake of convenience the dots are numbered.

$\begin{matrix} 1 & \bullet & \bullet & 4 \\ 2 & \bullet & \bullet & 5 \\ 3 & \bullet & \bullet & 6 \end{matrix}$

### FOR WRITER.

The first ten letters of the alphabet are composed of the four upper dots, that is dots 1, 2, 4, 5.

A	B	C	D	E	F	G	H	I	J
$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$

The second ten letters of the alphabet are the same as the first ten with the addition of the lower left dot, dot 3, each time.

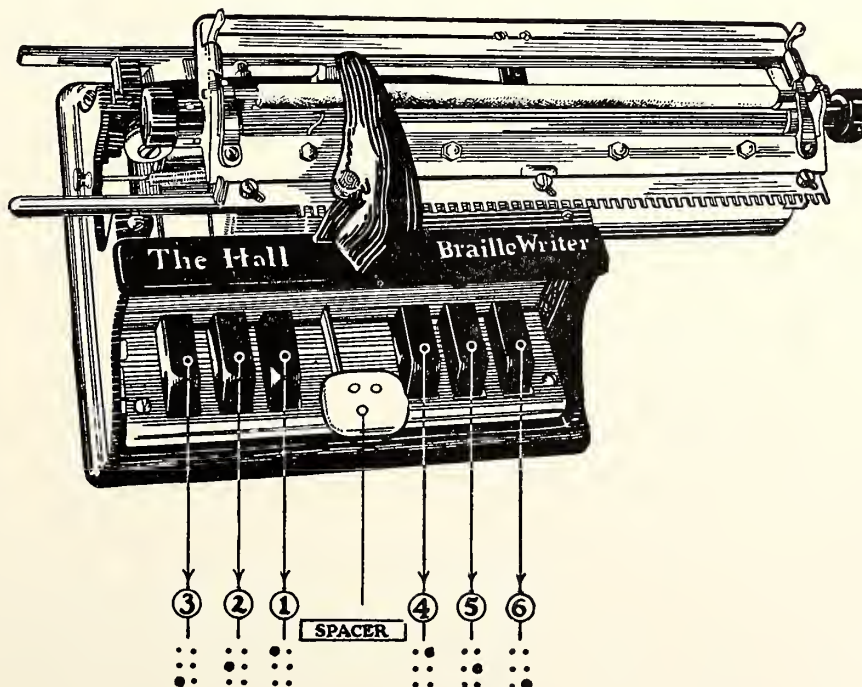
K	L	M	N	O	P	Q	R	S	T
$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$

The next five (with the exception of "w"), are the same as the first five with the addition of dots 3 and 6 each time. There is no "w" in the French alphabet so the formation  $\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$  was added for "w."

U	V	W	X	Y	Z
$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$	$\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}$

All letters of the alphabet contain an upper and a left hand dot.

Below is a picture of the Braille Writer with a diagram explaining the relation of the keys and the dots.



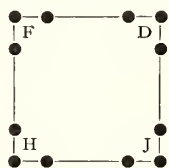
## LESSON I—Continued

There is no space between the letters in a word, but there is a space between words. By space is meant the using of the spacer on the Braille Writer or the skipping of a cell on the slate.

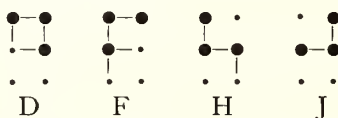
In the pages following, all examples, exercises, etc., in ink dots are given as for the Braille Writer. Remember in using the slate that you **WRITE FROM RIGHT TO LEFT** AND THAT **YOU TURN YOUR PAGE OVER TO MAKE COMPARISON WITH THE BOOK EXERCISES.**

From experience it has been noticed that to practice writing the various letters instead of attempting to memorize them first is by far the simplest method of learning.

Different methods help people in remembering the formations. Some learn it by threes, that is A,K,U, and B,L,V, and C,M,X, etc. The four hardest seem to be D,F,H,J, one way of remembering these is to visualize them in a square.



The other is by a slight resemblance to the ink print alphabet.



E I E and I can be remembered by the following: E comes before I in our alphabet; in the Braille letter formation, E contains an upper **LEFT** hand dot, I contains an upper **RIGHT** hand dot. Thus in Braille, E dot is before I dot.

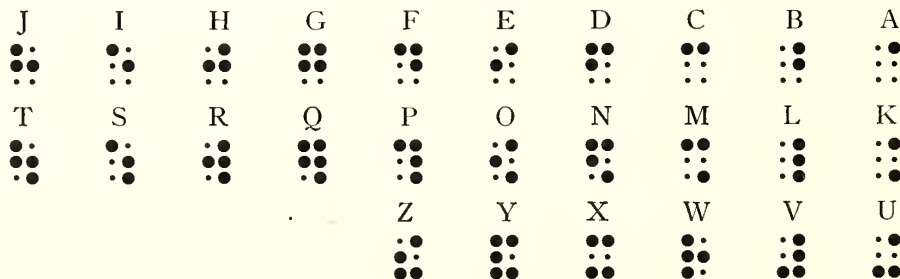
In forming a sign on the Braille Writer simultaneously press all keys to be used in the sign.

### FOR SLATE

For those using a slate remember that you must **write from right to left**. The numbers of the dots when read from the back are reversed.



Here is the alphabet reversed as it is written on the slate.



**SIMPLE SIGNS** are signs which occupy only one cell.

**COMPOUND SIGNS** are signs which occupy more than one cell.

**LOWER SIGNS** are signs which contain neither dot 1 nor dot 4.

(On page 60 is a complete list of definitions.)

### HOME WORK

Practice writing the following words.

#### A—E

bad      cab      babe      bade      ace  
bee      dad      ade      dab      cad

#### A—J

jig      bag      beg      fade      dig      age      hide      hid      acid      badge  
beef      big      fig      if      gibe      ice      did      dice      gab      adage



# LESSON I—Continued

## A—O

book	hill	black	mail	jam	bold	held	knoll	make	lime
nook	home	glad	milk	old	hold	nice	coal	cake	back
look	oil	male	man	cold	bacon	lice	climb	lake	flag
fail	cane	lane	lame	fan	keg	leg	fall	fake	boil

## A—T

gate	moss	lamp	soil	lift	boat	pond	bloat	drama
late	toss	tramp	coil	late	blond	lift	frog	ant
rate	loss	plant	desk	bat	tail	grab	get	solemn
pate	boss	mote	risk	cat	rail	kite	slang	tree
plate	door	crab	malt	rat	sail	tame	pant	dress
plane	floor	pet	pang	mat	pail	same	take	bird
sold	poor	salt	sang	sat	jail	flame	rake	hat
told	camp	malt	rang	coat	tan	flirt	let	rant
rag	damp	toil	clang	goat	page	dirt	attire	trod

## A—Z

coax	exit	van	cult	turn	clue	cut	yes	cry	may
hoax	axe	vim	failure	cube	quit	rut	aye	my	lazy
wax	axis	vigor	urn	tube	cup	aunt	bye	say	hazy
few	vex	velvet	burn	pup	nurse	fault	fly	pay	maze
lax	pew	sew	new	wail	wall	wet	wane	want	craze

## LESSON II

### PART I

Write the following words in Braille.  
Try to form the letters from memory.

tame	trump	damage	oak	wrote	zebra	curl	boy	judge
feel	spire	hurt	glue	law	jump	pluck	pun	brave
lemonade	knit	job	joke	wood	coat	box	fox	settee
game	fail	extra	major	won	atlas	require	praise	prize

### PART II

**CONTRACTION**—a sign which is used to express more than one letter.

Here are the words represented by the letters of the alphabet. These are called **WHOLE WORD CONTRACTIONS** and may be used only when they represent a whole word.

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

These letters in order to express the whole word must be written with word spacing, that is, punctuation may join them but other letters and contractions may not. When they appear with other letters and contractions they represent the letter. If a letter could stand between other letters and mean either a word or a letter the reader would never know which one was intended. Hence the rule:

When the letter stands alone it represents the word, when used with other letters or contractions it is just a letter.

These words may be joined by the hyphen to other words to form compound words.

S must never be added to form the plural.

In familiar expressions they may be used when followed by the apostrophe as “c’t” for “can’t”; “y’re” for “you’re,” etc. (Signs for the hyphen and apostrophe will be given on page 11.)

Examples:

like	likes	lady-like	that’s	cans
⠠⠇⠢	⠠⠇⠢⠠⠇⠢⠠⠇⠢	⠠⠇⠢⠠⠇⠢⠠⠇⠢⠠⠇⠢	⠠⠇⠢⠠⠇⠢⠠⠇⠢	⠠⠇⠢⠠⠇⠢⠠⠇⠢

The words represented by “x” and “z” are the only two which do not begin with the letter that represents them. X may be remembered by “exit.”

B when alone means “but,” but in the word “butter” the contraction may not be used because it would then read “bter.”

C when alone means “can,” but in “candy,” “canopy,” etc., the contraction may not be used.

L when alone means “like,” but in the words “likely,” “dislike,” “likeness,” etc., the contraction may not be used.

X when alone means “it,” but the contraction may not be used in words like “knit,” “limit,” “cite,” etc.

Z when alone means “as,” but the contraction may not be used in “brass,” “was,” etc.

In Great Britain where the capital sign is not in general use, the “i” and “o” when alone represent “I” and “O” respectively.

These words should not be used to form parts of words when divided at the ends of lines, e.g., “more/over,” “like/wise,” etc.

\* May be used as noun or verb.

## LESSON II. PART II—Continued

These words may be used when preceded by “to,” “into,” and “by.” This point will be studied in another lesson. It is added here to make the rules governing these words more complete, as you may use this page for reference.

**CAPITAL SIGN**—There are no capital letters in Braille. When a letter is to be capitalized the letter is preceded by the capital sign, dot 6, and there is no space between it and the letter. If a contraction begins with a capital letter the contraction may follow the capital sign, it being understood that only the first letter is a capital.

Examples:

A  
⠠⠁

People  
⠠⠑⠑⠑⠠⠑

Here are some of the punctuation signs: (Complete list on page 55 for slate work page 65.)

**APOSTROPHE HYPHEN PERIOD COMMA SEMI-COLON QUESTION MARK**

⠠

⠡

⠠

⠠

⠠

⠠

There is no space between the mark of punctuation and the last letter of the word. But there is a space between the mark of punctuation and the word that follows.

There is no double space after a period as in typewriting. A single space only is used.

Any number of punctuation signs may appear together.

If a sentence has more than one mark of punctuation as “do!” or “do.” there is no space between the marks of punctuation, and the same order is kept that is used in print.

Punctuation must be on the same line as the word with which it is connected.

## PART III. HOME WORK

To be put into Braille:

(No word in any of the exercises to follow contains a contraction until that contraction has been given and explained.)

### EXERCISE I

See Page 70

1. Do not do it.
2. I will have more.
3. He may not go quite so soon.
4. He admits that he has knowledge.
5. That is not so.
6. Do not try it any more.
7. I will make a will.
8. William will not go quite so soon.
9. Do have more salad. I rather not.
10. You will soon go away from me.
11. Do people like Sophie?
12. I rather hope that Ann will go.
13. You can not do it as well as he does.
14. I can get more cans if you will help me.
15. Bob will not go up any more hills. You may go if you so desire.
16. Muriel can't can food as rapidly as you can can it.
17. Alice Pridmore wants more knowledge.

# LESSON III

## PART I

Oral Review

### EXERCISE II

See Page 71

1. May the contraction for "us" be used in "used"?
2. May the contraction for "will" be used in "willow"?
3. May the contraction for "go" be used in "go-cart"?
4. May the contraction for "like" be used in "liken"?
5. May the contraction for "people" be used in "peoples"?
6. May the contraction for "people" be used in "people's"?
7. May the contraction for "as" be used in "task"?
8. May the contraction for "but" be used in "butter"?
9. May the contraction for "that" be used in "that's"?
10. May the contraction for "more" be used in "moreover"?
11. May the contraction for "can" be used in "canoe"?
12. May the contraction for "can" be used in "can't"?
13. May the contraction for "knowledge" be used in "acknowledged"?
14. May the contraction for "every" be used in "everybody"?
15. May the contraction for "every" be used in "every-day"?
16. May the contraction for "can" be used in "cane"?
17. May the contraction for "do" be used in "does"?
18. May the contraction for "so" be used in "so-and-so"?
19. May the contraction for "you" be used in "you're"?
20. May the contraction for "it" be used in "Italian"?
21. May the contraction for "just" be used in "justice"?

## PART II

Certain letters of the alphabet when preceded by dot 5:• mean still another word. Below is the list of letters and words they represent when preceded by dot 5.

a—	d— <b>day</b>	g—	j—	m— <b>mother</b>	p— <b>part</b>	s— <b>some</b>	w— <b>work</b>
b—	e— <b>ever</b>	h— <b>here</b>	k— <b>know</b>	n— <b>name</b>	q—	t— <b>time</b>	x—
c—	f— <b>father</b>	i—	l— <b>lord</b> *	o— <b>one</b>	r— <b>right</b>	u— <b>under</b>	y— <b>young</b>
						v—	z—

### THESE CONTRACTIONS MAY BE USED AS WORDS OR PART WORDS

There could be no confusion when these contractions are used with other letters for the sign is preceded by dot 5, hence it cannot be mistaken for the letter.

Contractions forming parts of words should not be used when they are likely to lead to obscurity in recognition or pronunciation and therefore they should be used sparingly in the middle of words unless they form distinct syllables.

Examples:

The contraction for "ever" should be used in words like "clever" or "several" but it should not be used in words like "persevere" or "fever."

The contraction for "here" should be used in words like "adhere" or "herewith" but not in words like "heretic" or "sphere."

The contraction for "one" should be used in "money," "honest" and "alone," but not in "colonel," "pioneer" or "anemone."

The contraction for "some" should be used in "handsomely" but not in "blossomed."

The contraction for "time" should be used in "timely" but not in "centimeter."

The contraction for "under" should be used in "undertake" and "thunder" but not in "underived" or "launder." (See page 70 for more complete list of examples.)

On page 61 is a complete list of all rules governing contractions.

\* When the capital sign is not in general use this is read as "Lord."



### LESSON III. PART II—Continued

Examples:

part      apart      money      knows      adhere  
⠏⠠⠞⠞    ⠏⠠⠗⠞    ⠇⠠⠍⠑⠞⠑    ⠇⠠⠗⠑⠺    ⠠⠁⠇⠇⠑⠞⠑

The contractions may appear at the beginning, in the middle or at the end of a word.

Contractions may be used in proper names.

Should a contraction begin with a capital letter the contraction may still be used, but should be preceded by the capital sign. The single capital sign makes the first letter only a capital letter. (For words in all capitals see page 45.)

Examples:

Young      But      Right  
⠠⠽⠠⠗⠞⠑    ⠠⠃⠗    ⠠⠗⠒⠗⠞⠑

When words are divided at the end of a line, the division must be at the end of a syllable. The hyphen must never be put at the beginning of the new line.

Words of one syllable must not be divided.

Both parts of a two-celled contraction should appear in the same line. For example: in writing the word "right," do not put dot 5 at the end of one line and the letter "r" at the beginning of the next line. They must be written together.

### PART III. HOME WORK

To be put into Braille

#### EXERCISE III

See Page 71

1. Young people like mother.
2. You will know my name.
3. We work here every day.
4. Did you ever make a will?
5. Go work on time.
6. Here it is right under a tree.
7. One at a time.
8. Sometime we will go.
9. That one will do.
10. Honey is sweet.
11. Some day you will have more knowledge.
12. Do you know that you will have some more work?
13. Name some people that will work here.
14. I do not like one part.
15. I have known you quite some time.
16. He is very canny.
17. You will like Colonel Underwood.
18. Sophie is very motherly.
19. Everett is a very rapid workman.
20. As You Like It.

# LESSON IV

## PART I

The following paragraph contains many contractions that you have not had, so do not attempt to put it into Braille. Of the contractions that you have already had, how many do you recognize in the paragraph? You should be able to mark forty-one contractions.

### EXERCISE IV

See Page 72

1. "But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."

Mark the contractions in the following words.

- |             |            |             |             |             |           |
|-------------|------------|-------------|-------------|-------------|-----------|
| 2. beverage | never      | daysman     | departure   | copyright   | clever    |
| namely      | blunder    | underwork   | Onega       | sever       | hone      |
| daytime     | likewise   | depart      | tone        | Mr. Jones   | somebody  |
| alone       | telephone  | adhere      | bright      | lonely      | sometime  |
| partly      | sever      | Bonaparte   | asunder     | play-day    | none      |
| plunder     | trombone   | partial     | bone        | participle  | several   |
| monetize    | partridge  | lackaday    | lever       | lonesome    | partisan  |
| everglade   | evermore   | dogdays     | every-day   | knows       | prone     |
| undertake   | anemone    | hereon      | reverie     | cyclone     | impartial |
| timely      | done       | holiday     | participate | Sunday      | namesake  |
| Friday      | Tuesday    | workmanlike | Saturday    | underdone   | Monday    |
| Beverly     | Lord's Day | phonetic    | unknown     | play-time   | drone     |
| sprightly   | gramophone | surname     | Mr. Malone  | Mrs. Wright | colonel   |
| everyone    | upright    | everybody   | fright      | money       | coronet   |

## PART II

### NUMERALS

There are no numbers in Braille. Instead the first ten letters of the alphabet are used. The letter when used to denote a number is preceded by the numeral sign ⠠ dots 3, 4, 5, 6.

The numeral sign holds good until after a space is used.

Examples:      1            1 3 4            1 0            2 , 7 6 9  
 ⠠⠠   ⠠⠠   ⠠⠠⠠⠠   ⠠⠠⠠⠠   ⠠⠠⠠⠠   ⠠⠠⠠⠠⠠⠠⠠⠠⠠

(Note that there is no space after the comma in 2,769.)

Remember that "j" is "o" not "10."

A hyphen does not cancel the numeral sign.

In writing "1066-1067" one numeral sign is sufficient unless the number is divided at the end of a line (after the hyphen), in which case the sign should be repeated at the beginning of the following line.



## LESSON IV—Continued

### PART III. HOME WORK

Mark the contractions in the following words.

#### EXERCISE V

See Page 73

mandolin	forum	forgive	atheism	foreknown
Andrew	official	dandy	platform	thesis
candle	fortune	offhand	writhe	Coney Island
then	office	hoof	theory	pathetic
Vandyke	proof	uniform	coffin	handicraft
Rio Grande	landscape	roof	inform	Ladrone Islands
dandle	candid	andante	fortunate	right-hand
abandon	dandelion	candor	candy	Andes
profane	random	tiny	sofa	glandule
theme	theology	Matthew	brandy	California
minute	Holland	withhold	candidate	celandine
husband	theft	thee	profess	sinecure
Scandinavia	unfortunate	bandit	theorem	oft
Cassandra	retinue	foreright	writhe	theurgy
scandal	forego	ruminant	Poland	bandage
band	landlord	clothes	forfeit	Gandhi
memorandum	sin	handsome	foreknow	handle
foreign	withy	forename	forty	lathe
hands	intone	handiwork	Ford	synthetic
Finland	tin	wind	pin	dine

#### EXERCISE VI

See Page 73

1. Talk as softly as you can.
2. I will do it for you.
3. Do not forget that I will meet you in Oxford.
4. Hand me the fork. Someone will I hope.
5. Within the week.
6. The fort is within a mile.
7. Mother and father seem fortunate.
8. Name the day.
9. Under the tree.
10. Do it for me will you?
11. The candy is very sweet.
12. We have linoleum in the pantry.
13. Part of the time.
14. The band is here for the day.
15. The handle is made of brass.
16. The sale is for the day only.
17. The casino is very handy.
18. Do go in. Get the coronet if you can do so.
19. You may play with and keep the toy.

# LESSON V

## PART I

To be put into Braille

### EXERCISE VII

See Page 74

1. 34, 89, 100
2. 2, 365, 798
3. May 10, 1914
4. April 26, 1735

## PART II

Here are five additional signs which represent the following combination of letters when used as a part word.

GH  
⠠⠠⠠

ED  
⠠⠠⠠

ER  
⠠⠠⠠

OW  
⠠⠠⠠

AR  
⠠⠠⠠

(These signs are on page 68 for slate work.)

These contractions may appear in any part of a word. Remember this as some contractions may not appear in all parts of a word. Like all contractions they should never be used when they are likely to lead to obscurity in recognition or pronunciation, and therefore they should not overlap well-defined syllable divisions.

Examples:

night      red      term      coward      art  
⠠⠠⠠⠠⠠    ⠠⠠⠠    ⠠⠠⠠⠠⠠    ⠠⠠⠠⠠⠠⠠    ⠠⠠⠠

The "ed" contraction should not be used in words like "predict" or "redirect."

The "er" contraction should not be used in words like "storeroom," "prerelease," "reign," "reread," "viceroys," etc.

The "gh" contraction should not be used in words like "foghorn" or "stronghold."

In words like "stoned" and "prisoner" use the contractions for "ed" and "er" respectively, rather than the contraction for "one."

Bear in mind that the rule of not using a contraction in cases where it might be confusing to the reader is not the same thing as not using a contraction because its use would be incorrect. For instance, "ever" is not contracted in "fever" because it might lead to obscurity in pronunciation, but in "don't" the word contraction for "do" may not be used as it is absolutely incorrect and against the rule governing that formation. Do not forget your rules and above all things do not labor under the impression that the use of all contractions depends entirely on clarity. Many contractions are represented by signs that express more than one thing and definite rules are made regarding their use.



## LESSON V—Continued

### PART III. HOME WORK

Mark the contractions in the following words.

#### EXERCISE VIII

See Page 74

laugh	sinner	toned	partake	incarnadine	medal
carpet	library	marine	deduce	crowd	lighter
fright	laughter	sigh	salamander	heresy	parade
fern	herd	carve	several	right-handed	wanderer
grown	harm	profile	reduce	monetary	reverberate
seeded	partner	ever	freedom	germinate	garland
target	right	prisoner	ordinary	January	tar
coward	edge	arm	inner	redan	predict
slaughter	plight	weed	err	veranda	hero
arrange	rare	mine	cede	incline	maroon
pine	here	ledge	arc	speed	worker
party	garage	farce	spare	roar	fighter
redeem	farm	error	clown	blight	howl
vary	Parisian	high	modern	board	owner
towel	pardon	fed	hard	educate	drink
sedate	arbitrary	February	sled	edit	line
leghorn	lark	owl	queer	hundred	tart
parterre	power	heretic	light	Lincoln	mandarin
bone	tone	garter	might	daredevil	mediocre
boned	toner	everyone	viceregal	garner	dromedary
pioneer	fever	sphere	toward	persevere	underived

To be put into Braille.

#### EXERCISE IX

See Page 75

1. Hard work is part of life.
2. He will arrive here soon.
3. The car is now red and not yellow.
4. Do it right now if you can.
5. I owe you some coffee.
6. For the love of it.
7. Some night Bess will go with you and see Alice.
8. How far is it from the park?
9. You have grown so!
10. Ghee is an oil made from clarified butter.
11. The cathedral is not very far from here.
12. The plow is in the farm yard.
13. Her itinerary is a very fine one.
14. You are far too merry.

## PART I

## EXERCISE X

1. In using contractions may the syllables overlap?
2. May contractions be used in proper names?
3. May contractions be used in foreign words?
4. May the contractions for “here” and “in” be used in “herein”?
5. May the contraction for “ed” be used in “redirect” and “redeem”?
6. How many numeral signs are used in writing “1,730,296”?
7. May the contraction for “ed” be used in “edit”?
8. May the contraction for “it” be used in “edit”?
9. May the contraction for “er” be used in “rareripe”?
10. May the contractions for “part” and “time” be used as words and part words?
11. May words of one syllable be divided at the end of a line?
12. (a) If a word is divided at the end of a line is it necessary for the division to be at the end of a syllable?  
(b) May the hyphen be put at the beginning of the new line?
13. Does the hyphen cancel the numeral sign?
14. May a contraction follow the capital sign if the first letter is to be a capital letter?
15. May two lower signs be written together without a space between them?

[illegible]

I shall swim in shallow water.

This thistle

Their whole word meaning may, however, be used in hyphenated words.

## LESSON VI. PART II—Continued

Examples:

out-and-out      child-like

In order to avoid confusion remember that these contractions take their whole word meaning only when they stand alone without other letters or contractions being added.

Examples:

still      stills      stilled      still-life      child's

X. They may be preceded by "by," "to," and "into," but this rule will be taken up in Lesson (This point is mentioned here for reference only.)

These contractions are governed by the rules that govern all contractions.

Contraction for "th" should not be used in words like

sweetheart    knighthood  
lighthouse    lightheaded  
penthouse    sainthood  
porthole    carthorse

Contraction for "st" should not be used in words like

mistreat    mistune  
mistell    mistitle  
misteach    mistranslate  
misthink    mistook

Contraction for "en" should not be used in words like

renominate    renerve  
renumber    antenuptial

### DATES

Nov. 25th      Dec. 23rd      St. Luke      June 1st      Wall St.

In writing Nov. 25th and June 1st, the contractions for "th" and "st" are used because the contractions stand for no number even if preceded by the numeral sign, and as the contractions do not stand alone they do not take their whole word meaning.

In "St. Luke" and "Wall St." the contraction for "St" is used as it could not be mistaken for "still." It begins with a capital and is followed by a period, so its meaning would be clear.

Sh! I think someone is yelling "ow".

Sh! I think someone is yelling "ow".

Note: The contraction for "sh" cannot be used for when it stands alone it means "shall," but the contraction for "ow" can be used for the sign means only "ow."

In Lesson IV you were given the rule to use the contractions "for," "of," "and," "the," and "with" in preference to other contractions whenever possible, unless their use should entail waste of space. Therefore, in a word like "then" use the contraction for "the" and the letter "n" in preference to the contractions "th" and "en."



## LESSON VI.—Continued

### PART III. HOME WORK

Mark the contractions in the following words.

#### EXERCISE XI

See Page 76

A. outburst	standard	grouchy	washout	clothes
stout	in which	rename	Chinese	brother
childhood	shall not	rent	standstill	bother
mishap	outdo	redwood	blouse	gather
thistle	energy	renew	clout	northern
China	touch	out-of-door	childlike	callisthenics
Reno	chowder	stonework	Stillman	rather
throne	church	renew	righteous	thither
gregarious	shallow	ten	knock-out	ether
avenue	renounce	than	entertain	wither
onerous	outgo	outer	then	whither
cholera	whimper	stand	further	Lutheran
stow	outshout	outright	farther	pothor
outclass	shallow	oulandish	other	bathe
shallot	shut	postponer	smother	lather
whatever	chin	pouch	mother	fatherland
this	redolent	mystery	father	stilly
tiny	sedulous	shalloon	thither	atheneum
cathedral	thee	stencil	Athena	mistune
Demosthenes	outrageous	Huguenot	inherent	lengthen

#### B. To be put into Braille.

1. You are still a child.
2. Which one do you like?
3. Do you still work here?
4. Does he ever have gout?
5. I shall choose this one.
6. Blow the whistle some more.
7. Enough of that for now.
8. Charles wishes that one, so let it go.
9. That is enough.
10. Do not cough so hard, it is very bad for you.
11. I like out-of-the-way places.
12. Charlotte is so childish and yet she is not very young.
13. Eight ghosts are rather a ghastly sight at night time.
14. We shall postpone the dinner.
15. Mr. Stillwell still stands in St. James St. and will wait for you.

# LESSON VII

## PART I

Oral Review

### EXERCISE XII

See Page 77

1. How many contractions are there in "chest"?
2. Should you use the contraction for "th" in "sweetheart"?
3. Should you use the contraction for "ar" in "various"?
4. How should you write "rename"?
5. How should you write "understand"?
6. How should you write "evergreen"?
7. How should you write "whichever"?
8. How should you write "rightly"?
9. How should you write "justly" and "justice"?
10. May the contraction for "father" be used in "fatherly"?
11. May the contraction for "which" be used as a part word?
12. How many contractions are there in the word "redraw"?
13. Is the contraction for "st" used in "May 1st"?
14. Tell what you know about the contractions "and," "for," "of," "the," "with," and the article "a"?
15. Is the contraction for "sh" used in "almshouse"?
16. In writing "posthaste" should you use the contraction for "st" or "th"?

## PART II

### ADDITIONAL PUNCTUATION SIGNS

(For complete list see page 55, page 65 for those who use the slate.)

Colon	Exclamation	Dash*	Quotation	Italic	Apostrophe
⠇⠇	⠇⠇	⠇⠇ ⠇⠇	⠇⠇ 1st part    ⠇⠇ 2nd part	⠇⠇	⠇⠇
Inner Quotation*	Brackets*	Asterisk*	Parenthesis		
⠇⠇ ⠇⠇ 1st part    2nd part	⠇⠇ ⠇⠇ 1st part    2nd part	⠇⠇ ⠇⠇	⠇⠇ ⠇⠇ 1st part    2nd part		
Examples:	"Go"—	(—Go)	*8		
	⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇	⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇	⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇		
	[Ada's!]				
	⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇				
	9 : 4 5				
	⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇ ⠇⠇				

Remember that both parts of a compound sign should be on the same line.

\* A Compound Lower Sign and counted as one Lower Sign.

## LESSON VII. PART II—Continued

### RULES GOVERNING PUNCTUATION SIGNS

(As these rules contain references to contractions that you have not yet had, do not attempt to memorize them, but use them for reference.)

#### THE APOSTROPHE

The numeral sign should precede the apostrophe in '49.

The apostrophe is preceded by the Italic sign.

The apostrophe precedes the Capital sign.

The apostrophe is preceded by the Letter sign.

Do not confuse the apostrophe and the single quotation sign. In ink-print the same character is used but in Braille there are two different signs to represent them.

#### THE ASTERISK

The asterisk is preceded and followed by a space except when it is used as a note reference and followed by a numeral.

#### THE HYPHEN

The hyphen does not cancel the numeral sign. In writing 1456–7 one numeral sign only is required unless the number is divided at the end of a line (after the hyphen), when the numeral sign should be repeated at the beginning of the following line.

The contraction for “com” must not be used in contact with the hyphen. (“Com” will be given in Lesson IX.)

A compound word joined by a hyphen requires but one italic sign.

#### THE DASH

The contraction for “com” must not be used in contact with the dash. (“Com” will be given in Lesson IX.)

The dash is treated as one lower sign and may be connected with another lower sign when one or the other is in contact with a sign containing dot 1 or dot 4.

“His,” “was,” “be,” and “were” must not be contracted before or after a dash, as they would be confused with the punctuation signs.

When a dash appears between two words there is no space between the dash and either of the words.

#### THE ITALIC SIGN

The italic sign is used for words that are underscored or italicised.

In compound words joined by the hyphen one italic sign is sufficient.

The Italic sign precedes the Letter sign.

The Italic sign precedes the Apostrophe.

The Italic sign precedes the Capital sign.

In abbreviated sequences such as “e.g.,” “i.e.” one italic sign is sufficient.

If a passage of more than three words is in italics, two italic signs precede the first word and one italic sign precedes the last.

In long italicised passages each paragraph should be preceded by two italic signs.

The Italic sign precedes the numeral sign.

#### QUOTATION

A quotation, indicated in print by a change of type other than italics, should be enclosed in quotation marks. This is unnecessary in the case of centralised headings printed in heavier type to arrest the attention of readers.

Passages which contain a quotation within a quotation indicated in smaller type, require both sets of quotation marks.

Quotation marks or brackets precede any of the Braille composition signs with the exception of the double Poetry-line sign. (Composition signs are listed on page 60.)

## LESSON VII. PART II—Continued

Here are four signs which represent the following words when they stand **ALONE**.

**BE**



**WERE**



**HIS**



**WAS**



(See page 67 for slate.)

("Be" may be written as the first syllable of a word. See Lesson VIII.)

You will note that the above signs have the same formation as some of the marks of punctuation. These words, therefore, must not be contracted before or after the dash as they would be confused with the punctuation signs.

With the exception of "be" they must never be used as part words and, like all lower signs, they must not appear with another lower sign unless one or the other is in contact with a sign containing dot 1 or dot 4.

Do not use the contraction for "were" in "weren't."

Do not use the contraction for "was" in "wasn't."

The contraction for "be" may be used in expressions such as "would-be," etc.

Always remember that any number of lower signs may follow one another if they stand for separate words and have a space between them.

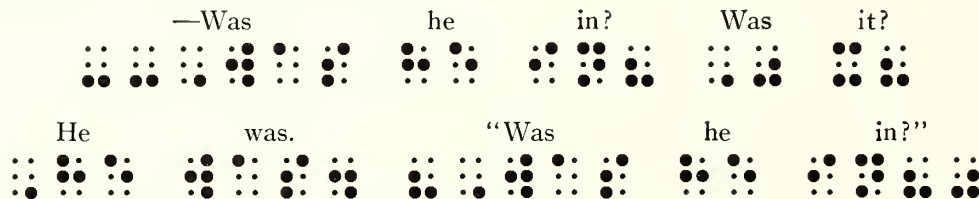
One lower sign may not follow another without a space unless one of them is in contact with a sign containing dot 1 or dot 4.

**Not more than two lower signs may join each other.** (Note exception below.)

Any number of punctuation or composition signs may follow each other. (The Braille Composition signs are the Numeral sign, Poetry-line sign, Accent-sign, Italic sign, Letter sign and the Capital sign.)

**The capital sign is not treated as a lower sign.**

Examples showing use of lower signs.



## PART III. HOME WORK

To be put into Braille.

### EXERCISE XIII

See Page 78

1. Be on time.
2. His people were here for quite some time.
3. Was it an effort?
4. Have you enough work?
5. We have enough rain.
6. It wasn't like you.
7. Have you *seen* her?
8. I like history.
9. "Yes they were—they certainly were."
10. Do be more kind!
11. They were here. They truly were.
12. See that wasp! Herbert do watch it!
13. Bring me a *for-get-me-not* and *not* an aster!

# LESSON VIII

## PART I

To be put into Braille.

### EXERCISE XIV

See Page 78

1. Were his people here?
2. They were. But they have gone.
3. Be kind and you will be happy.
4. I will be with my mother.
5. It wasn't I. I was in yesterday.
6. Do be more alert.
7. Was he ever here? He was.
8. Several of my friends were here. Indeed they were.

## PART II

When the following letters appear **BETWEEN** other letters and contractions in the same word and in the same line they are expressed as follows:

EA



BB



CC



DD



FF



GG



(See signs on page 68 for slate work.)

Note the similarity between the double and the single letter.

These contractions must never be used at the beginning or end of a word. They may be used only when they occur **BETWEEN LETTERS OR SIGNS OF THE SAME WORD AND IN THE SAME LINE**. You will find that this is easily remembered if you bear in mind that the contractions have the same formations as various punctuation signs, and if placed at the beginning or end of a word would be read as such. For instance, if you tried to use the contraction for "ff" in the word "cuff" it would read "cu!" because at the end of a word dots 2, 3, and 5 represent the exclamation point.

The same rule applies here that is used in all contractions. They should not be used when they bridge strongly marked syllables, etc.

Examples:

mean



eat



sea



seamen



ebb-tide



react



The contraction for "ea" should not be used in words like "readdress," "reappoint," "re-act," "rearrange," etc. Nor should it be used between the component parts of a compound word, such as "ea" in "pineapple," "hideaway," "wiseacre," etc. You must always remember that no contraction should ever overlap the component parts of a compound word. The reason is obvious.

**AVOID USING THE DOUBLE LETTER SIGNS WHEN THERE IS AN ALTERNATIVE ONE CELL CONTRACTION.** In a word like "peddle" use the contraction for "ed" in preference to the contraction for "dd." (On page 60 is a complete list of preferences in Braille.)

In words like "dear," "pear," "rear," "year," etc., the preference is given to the "ea" contraction. But remember in words like "ear," "early," "earth," etc., you must use the contraction for "ar" because the contraction for "ea" must never be used at the beginning of a word.



## LESSON VIII. PART II—Continued

Here are three contractions which must form the **FIRST SYLLABLE OF A WORD** in order to be used. They may, however, be used when these letters form the first syllable at the commencement of a line in a divided word.

BE



CON

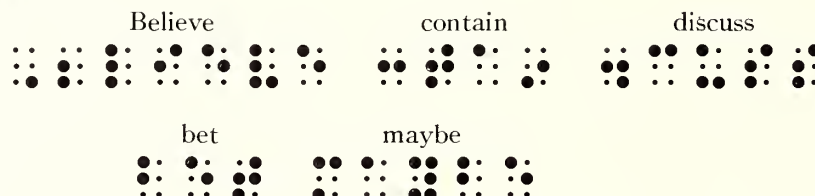


DIS



“Be” may be used as a word alone. (This point was explained more fully in Lesson VII.) But the contraction when used as a part word must form the first syllable or not be used. It must not be used in words like “bet,” “better,” “been,” “beg,” etc.

Examples:



They may follow the hyphen in a compound word.



You have undoubtedly noticed that the three contractions given above have the same formation as the contractions for “bb,” “cc” and “dd.” Its location determines its meaning. If you attempted to contract “con” in the middle of a word it would read “cc.”

⠠ at the beginning of a word means “be,” in the middle means “bb,” at the end “;”

⠠ at the beginning of a word means “con,” in the middle means “cc,” at the end “:”

⠠ at the beginning of a word means “dis,” in the middle means “dd,” at the end “.”

If you are beginning to find these different rules for the contractions confusing, use your chart on pages 58–59 (pages 68–69 for slate work). For future reference it will guide you and explain just when each contraction may and may not be used.

## LESSON VIII.—Continued

### PART III. HOME WORK

Mark the contractions in the following words.

#### EXERCISE XV

See Page 79

early	earth	caddy	muddle	cease	fodder	considerate
learn	belt	peach	bread	scruff	heathen	inconsiderate
meant	conic	differ	doff	disappear	discharge	fearsome
diffract	tease	distant	robber	dish	giggle	disconcert
lean	dislike	middle	reason	confident	cereal	discontent
address	off	muff	sweat	economy	reagree	mother-of-pearl
cream	bedim	ocean	stonework	distinctly	struggle	befogged
been	fodder	content	feather	reappear	nodder	fleabite
odd	earn	eagle	connect	please	sea-gull	pineapple
odds	adder	redder	bedeck	toddle	distinct	self-conduct
idea	seal	affect	offhand	dispair	indistinct	egg
ideal	cuff	foregone	occupy	buffet	displease	eggplant
beach	cuffs	puddle	reappear	acclaim	continent	self-distrust
occur	disarm	ease	continue	disease	different	self-confident
groggy	ready	betimes	Seattle	benefit	fiddle	underhand
weary	east	least	contraband	riddle	egg-nog	contaminate
deaf	addict	earth	dishevel	shudder	readdress	Goethe
forego	real	saddle	nugget	accord	contrary	display
muff	behave	yearly	rudder	bedstead	bedlam	saddle

To be put into Braille.

#### EXERCISE XVI

See Page 79

1. I will wear pearls from the sea in my ears.
2. We are eager for peace.
3. Each and every one accepts.
4. He adds very often.
5. Stand off!
6. Eggs are now selling quite cheap.
7. Do you offer it for sale?
8. How odd! You have no orangeade!
9. Abe condemns accidents.
10. You are very distant.
11. Do have some more tea and some scones.
12. Hand me a disc.
13. What a feast you have prepared for us.
14. Can you paddle a canoe?
15. I can't afford a new muff.
16. It is very warm and muggy.
17. One hears the foghorn constantly in foggy weather.
18. Richard dislikes dishonest people.

# LESSON IX

## PART I

To be put into Braille.

### EXERCISE XVII

See Page 80

1. Waffles and muffins are very popular.
2. Accents were very difficult for me.
3. Do not sadden me. Did I say "sadden"?
4. What is his name?
5. Maybe I shall conduct you.
6. His address was not enough.
7. I disbelieve every line you write.
8. Please wear some clean cuffs and carry a muff.
9. Do not meddle in my affairs.
10. Do not accuse her for she is innocent.

## PART II

Here are two contractions which may **NEVER BE USED AT THE BEGINNING OF A WORD.**

ING



BLE



(Reversed on page 68 for slate.)

(Note that the contraction for "ble" is the same sign that is used for the numeral sign and you'll remember that for that reason it could not be used at the beginning.)

Examples:

sing



ingot



able



blend



Remember that although you may not use the "ing" at the beginning of a word you may still use the contraction for "in."

Below is the sign for "com" which may be used at the beginning of a word or line and used **ONLY AT THE BEGINNING.** It need not be a syllable.

COM



It must never be used in connection with the dash or hyphen. The reason is evident for it is the same formation as the hyphen and the dash, which is expressed by the repetition of the hyphen sign.

Examples:

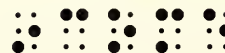
come



—come



income



For the sake of greater legibility, the American Foundation for the Blind suggests that you do not use the contraction "com" after the capital sign.

Example:

Comb





## LESSON IX. PART II—Continued

Do not confuse the contractions "con" and "com." Remember that "con" must form the first syllable in order to be contracted, while "com" although it must be used at the beginning of a word or line, need not form a syllable.

The contraction for "con" may follow the hyphen or dash.

The contraction for "com" may never be used in connection with the dash or hyphen.

## PART III. HOME WORK

Mark the contractions in the following words.

### EXERCISE XVIII

See Page 81

blench	Dean Inge	comic	commerce	comparison
ingress	bleed	conic	linger	constable
comedy	ingrain	comb	isinglass	contingent
blear	bring	ingénue	contingent	ingle
ingrown	ringing	coma	liable	shingle
comedian	bleat	coneflower	hinge	tingle
astrigent	compete	single	finger	distinguish
bleak	inglorious	lining	parting	comfort
blemish	compass	knowing	gingham	discomfort
Blenheim	ingenerate	blending	ginger	comfortable
incompatible	incomplete	table	incompetent	uncomfortable
ingere	ingest	sub-committee	committee	twinge
commanding	coming	welcome	dingy	fingering

To be put into Braille.

### EXERCISE XIX

See Page 81

1. She is my constant companion.
2. What a noble person!
3. Edith has bleached hair.
4. Do come and get a cone.
5. Sing a single aria. Just one!
6. It is very probable that he will confess.
7. That is quite suitable.
8. That fringe is too short.
9. The bubble burst.
10. Blest be the tie that binds.
11. We shall have more stringent rulings.
12. He is very ingenious.
13. That gown is very becoming.
14. This piece of string will come in very handy.
15. Bring me a coat.
16. I wonder what the outcome will be now that he is disabled.
17. What a horrible day for the wedding!
18. Mable cables from England that she has finished the marble tablet and hopes that you will pay the tariff for her.
19. Colonel Comstock is coming and will command the committee on commerce and income.

# LESSON X

## PART I

To be put into Braille.

### EXERCISE XX

See Page 82

1. The screams are still continuing.
2. The echo is coming from the other side of the lake.
3. The wind certainly blew last night.
4. She is bleeding. Find someone who can comfort her.
5. She is very uncomfortable now.
6. Ethel is still conscious but she will soon be unconscious.
7. It is very cold and bleak here.
8. The comedy is most amusing.
9. Will you recommend someone who will willingly accommodate me?
10. Esther, bring the brown table here, Alexander is coming for it quite early.

## PART II

The three **WORD SIGNS** given below **MUST BE USED CLOSE TO THE WORD OR LETTER THAT FOLLOWS**, and if sense forbids the contraction must not be used.

**TO**



**INTO**



**BY**

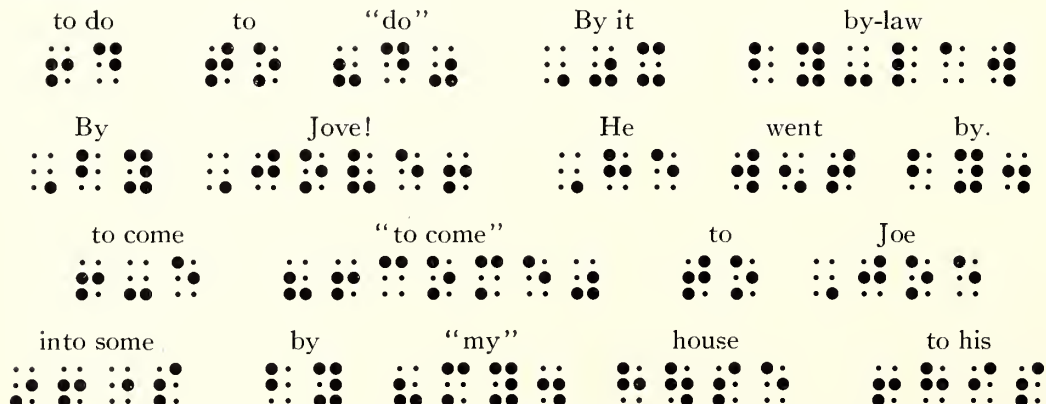


(See page 67 for slate work.)

They may never be joined to other words by the hyphen to form compound words nor used as part words.

They **MAY BE CONTRACTED BEFORE THE NUMERAL, CAPITAL\* AND LETTER SIGNS**, but not before any other Braille composition or punctuation sign. (Composition signs are listed on page 60.)

Examples:



In using these contractions remember the rules governing lower signs which you had in Lesson IV. (Complete rules governing lower signs are on page 61.)

"Into" is a compound lower sign but counts as one lower sign.

These signs must not be used unless they may be joined to the word or letter following. This also means that they must be on the same line, you must not contract the word "by" on one line and write the word following on the next.

\* For the sake of greater legibility the American Foundation for the Blind suggests that you do not use the contractions for "to," "into," and "by" when they are followed immediately by the capital sign.

## LESSON X. PART II—Continued

In a sentence like "He passed me by without speaking," do not contract the "by" but write it in full. Sense would forbid the words "by" and "without" being written together.

In cases where you may not use the contraction "into" remember that the contraction "in" may still be used.

The contractions may be used when the first letter is a capital.

You will note that the sign for "by" is the same as the sign for "was." There can be no confusion for in order to represent the word "was" it must stand alone. When the sign is used to express "by" it must be used close to the word that follows and if sense forbids the contraction must not be used. Take, for example, the sentence "In days gone by he lived in Paris." sense would forbid the words "by" and "he" being written together, so in that case "by" must be written out. If you attempted to make a space between them and still used the contraction ⠠⠃⠽ it would read "In days gone was he lived in Paris." because the contraction when used alone means "was."

Another thing to bear in mind while transcribing is the fact that you may be tempted to divide a word at the end of a line when it is not really necessary to do so. You may realize that you have just enough space for one more sign and the word you are writing may contain two or three more letters, make sure before you make a hyphen that those letters are not contracted. It takes no more space to write the contraction for "ing" than it does to make a hyphen.

## PART III. HOME WORK

To be put into Braille.

### EXERCISE XXI

See Page 83

1. By his leave.
2. Do come to the party.
3. Go to bed.
4. I hope to be on time.
5. Do it by all means.
6. He has just passed by.
7. Ingratitude is difficult to forgive.
8. By-products.
9. By that time I shall be gone.
10. Mother hopes to come here.
11. Passer-by.
12. To-and-fro. Ne'er-do-well.
13. Ernest comes to America very often.
14. "To be or not to be."
15. She lives near by.
16. I will accompany you to the theatre by the avenue.
17. Do go by all means.
18. Do go by, do not stop.
19. I shall will it to you outright.
20. Be that as it may.
21. "Be that as it may."
22. How many times will 4 go into 12?
23. Throw that into discard.
24. Bystander.
25. Lord Byron.
26. The bride-to-be is coming to see us.
27. Sh! Please be more quiet when you follow me into "The Blue Room".

# LESSON XI

## PART I

Oral Review.

### EXERCISE XXII

See Page 85

1. What is the rule governing the use of "to," "into," and "by"?
2. May the contraction "com" be used when in contact with the hyphen or dash?
3. May the contractions for "be," "con" and "dis" follow the hyphen in a compound word?
4. May the contraction "to" be used with the hyphen to form a compound word?
5. May the contraction "by" be used with the hyphen to form a compound word?
6. Is the contraction "into" treated as two lower signs?
7. If the same Braille sign represents "dis" and "dd" how do you differentiate?
8. How do you distinguish between "was" and "by"? The same sign is used for both.
9. May "be," "con," and "dis" be contracted when preceded by "to," "into" and "by"?
10. May the contraction "com" be used at the beginning of a word if it does not form a complete syllable?
11. May the contraction "com" be used in the middle of a word?
12. May the contraction "con" be used at the beginning of a word if it does not form a complete syllable?
13. May the contraction "ea" be used if the word "reason" has to be divided and "rea-" written on one line and "son" on the other?
14. What are the Braille Composition Signs?

## PART II

In a few of the lessons to follow you will be given Final and Initial Contractions. These names do not refer to the position of the contraction in the word, but merely indicate that in the one case the contractions are made from the initial letter and in the other from the final letter of the word or syllable contracted. You already have had some Initial Contractions such as "some," "time," "day," "part," etc., which were given in Lesson III. All Final and Initial Contractions are listed on pages 56, 57 (pages 66, 67 for slate), but we shall take a few at a time and practise using them and becoming familiar with them.

Final and Initial Contractions are not treated alike. As you already know Initial Contractions may be used in any part of a word when they are used as part words and they may also stand alone as a whole word. Like other contractions they should not be used if their use would be confusing to the reader.

Here are five Initial Contractions formed by means of dots 4 and 5.

UPON	WORD	THESE	THOSE	WHOSE
⠠⠥⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠

(These signs are reversed on pages 66, 67 for slate.)

And here are six which are formed by means of dots 4, 5, and 6.

CANNOT	HAD	MANY	SPIRIT	WORLD	THEIR
⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠

Like all Initial Contractions they **MAY STAND ALONE** and **MAY BE USED AS A PART WORD** in any position in a word.

Examples:

Tammany	hadn't	Hades	worldly
⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠

## LESSON XI. PART II—Continued

If the same space is saved, simple contractions are better than two-celled word signs, e.g. in “haddock” use the contraction for “dd” rather than the contraction for “had”; and in the word “shadow” use the contraction “sh” rather than the contraction “had.”

## PART III. HOME WORK

To be put into Braille.

### EXERCISE XXIII

See Page 85

1. I am with you in spirit.
2. Many people were able to come here.
3. Martha cannot entertain so many here.
4. You had many more than just those two eggs.
5. Whose name is that?
6. My word! If I had but known that!
7. We have had considerable muggy and foggy weather.
8. Dorothy Vernon of Haddon Hall.
9. We are walking towards those gardens.
10. Their word is enough.
11. These are the ones I want, *not* those.
12. Those shadows on the hills are very lovely indeed.
13. Whose sword is that upon the table?
14. I am going to 4 tea-parties this week.



# LESSON XII

## PART I

To be put into Braille.

### EXERCISE XXIV

See Page 86

1. She worded the cable very well.
2. I cannot think that of you.
3. Charlotte had many more like it but she lost them.
4. Edward had many ladders.
5. You live in the old world and I live in the new world.
6. I hadn't seen that one until yesterday.
7. You haven't seen it have you?
8. Esther is very worldly.
9. The credit is all theirs, not mine.
10. Many are here from Germany.

## PART II

Here are five more contractions that may be used as part words, but they may not be used at the beginning of a word. Each is preceded by dots 4 and 6 and the letter which follows is the final letter of the contraction. For this reason they are called **FINAL CONTRACTIONS**, but this does not mean that they must be used only at the end of a word, they may appear in the middle or at the end but never at the beginning, nor must they ever be used as a whole word.

**OUND**



**ANCE**



**SION**



**LESS**



**OUNT**



(These signs are reversed on page 66 for those who use the slate.)

Examples:

lance



ancestor



bless



lesson



Remember that these contractions **MUST NOT BE USED ALONE**.

They **MAY NOT BE USED AT THE BEGINNING OF A WORD**, but may be used at the beginning of a line when the word is divided.

No Final Contractions may be used as a word alone nor may it begin a word. Other Final Contractions will be given in following lessons but on pages 56, 57 (pages 66, 67 for those who use the slate) is a complete list of all Final Contractions.

Like all contractions they should not be used if they are likely to lead to obscurity in recognition or pronunciation, and therefore should not overlap well-defined syllable divisions.

## PART III. HOME WORK

To be put into Braille.

### EXERCISE XXV

See Page 87

1. France and Germany are countries in Europe.
2. Cancel that order.
3. Unless you can come now you will be too late.
4. Sion is another way of spelling Zion.
5. One pound will be enough, even less will do.
6. Count that one out.
7. They will take possession of the house next Wednesday.
8. The wall is quite sound-proof.

## LESSON XII. PART III—Continued

9. Those mountains are very high and hard to climb.
10. The world is round.
11. Edwin dislikes dances, so does Frances.
12. We have permission to go around the grounds of the mansion.
13. If you are going any distance take the underground.
14. A pension is a periodical allowance. Wounded soldiers have a pension.
15. Perseverance is the act or habit of persevering.
16. It is useless to try to do it until you have found the ladder.
17. By chance I found Mary and Constance Andrews at home.
18. My version is very different.
19. Find something to lessen the pain.
20. That gown enhances her beauty.
21. Discount that amount.
22. The chancellor has a large inheritance.
23. Howard Jones countermands the balance of his order.
24. Beward of counterfeit money!
25. Bless my soul! His history lesson is certainly difficult.
26. The succession to the throne goes to his brother.

# LESSON XIII

## PART I


Mark the contractions in the following words.

### EXERCISE XXVI

See Page 89

compassion	insurance	circumstance	finance	continuance
trance	dance	entrance	mischance	appearance
fountain	matchless	importance	advance	countess
sound	rencounter	submission	invasion	mound
occasion	séance	useless	foundling	penance
bound	priceless	found	Renaissance	chancery
lessee	round	commission	permission	account
country	possession	instance	flounder	paramount
countenance	glance	omission	countless	chancel
appliance	counterpart	countries	ordinance	reversion
country-dance	profound	hindrance	enhance	counterbalance

## PART II

Here are seven more Final Contractions which are used as **PART WORDS ONLY** and **MAY NOT BE USED AT THE BEGINNING OF A WORD**. Each one is preceded by dots 5 and 6  and the letter that follows is the same as the final letter of the contraction.

ENCE	ONG	FUL	TION	MENT	NESS	ITY
						

(For slate work these signs are on pages 66, 67.)





Like the other Final Contractions in the preceding lesson they may be used at the beginning of a line when the word is divided.

It is very important to remember that these contractions

**MUST NOT BE USED ALONE** and

**MAY NOT BE USED AT THE BEGINNING OF A WORD.**

Examples:

hopeful	full	ornament	mention
			

These contractions are not treated as Lower Signs (see Lesson XV).

These contractions, like all contractions, should not be used when they are likely to lead to obscurity in recognition or pronunciation, and therefore they should not overlap well-defined divisions. Example: the contraction for "ity" should not be used in "fruity" but may be used in "fortuity."

The fact that some contractions may not be used in all parts of a word, and others may be used in any part of a word may, at first, seem confusing and at times discouraging. The most important things to memorize now are the combinations of letters that are contracted. You cannot possibly comprehend and memorize everything right away, so first train your eyes to recognize the contractions themselves and then use your chart pages to refresh your memory in learning when and how they may be used. With practise you will soon remember how to use them, but first of all train your eye to recognize the combinations of letters that are contracted.



## LESSON XIII.—Continued

### PART III. HOME WORK

To be put into Braille.

#### EXERCISE XXVII

See Page 89

1. She came here a long time ago.
2. He is full of happiness and merriment.
3. Mother is more hopeful, hence I cannot complain.
4. Do sing a song for Helen.
5. I have heard that one many times.
6. Be careful not to mention my name.
7. It is all mental work.
8. What a dreadful experience you had!
9. My mother-tongue is English.
10. What carelessness!
11. The congo is an eel-like amphibian.
12. My business is in the city.
13. Clarence is very strong.
14. Do you find these sentences difficult?
15. What an awful pity you are wrong.
16. The prong of the fork is bent.
17. Hongkong is a British crown colony in China.
18. You are in a position to help many people.
19. I cannot do my work I have so many hindrances.
20. Most people dislike additional work.
21. Nonchalance is a state of mind indicating jaunty indifference or unconcern.
22. An annuity is an annual allowance or income.
23. That house belongs to me.
24. The postponement is a disappointment to me.
25. Matthew Armstrong is one of Barbara's ancestors, he was a fishmonger.

# LESSON XIV

## PART I

Mark the contractions in the following words.

### EXERCISE XXVIII

See Page 91

lineament	mentality	enthronement	tenement	atonement
pence	fence	section	garment	oddness
activity	impression	position	hereditament	oddity
throng	imposition	dryness	comeliness	offence
impudence	implement	benediction	hilarity	dullness
diligence	heredity	gravity	lenity	longing
apartment	diphthong	graveness	irritableness	entity
question	shipment	direful	discountenance	fullest
innocence	seniority	appointment	spongy	reverence
Enceladus	commencement	preference	conscience	stupidity
longitude	levity	dreariness	puffiness	perception
feasibleness	Longfellow	longevity	purity	spongiole
quantity	fatality	plentiful	parchment	convention
opportunity	longitude	condition	animosity	peachiness
department	charity	munition	essence	consequence
conference	severity	function	curiosity	fruity
compartment	unity	identity	nonentity	thence

## PART II

Two more Final Contractions and like all other Final Contractions they may be used only as a part word, they **MUST NEVER STAND ALONE** and **MAY NEVER BE USED AT THE BEGINNING OF A WORD.**

### ATION



### ALLY



(For slate work these signs are reversed on page 68.)

These may be used at the beginning of a line when the word is divided.

These contractions are not treated as Lower Signs (see Lesson XV).

Remember also that there is a sign for "tion," use the contraction for "ation" rather than the letter "a" and the contraction for "tion."

Here are five more Initial Contractions and they may be used as **WORD** or **PART WORDS.**

### THERE



### CHARACTER



### THROUGH



### WHERE



### OUGHT



(For slate work see page 67.)

These are not treated as Lower signs.

Initial Contractions as you already know may always be used as word or part words and may be used in any part of the word.

## LESSON XIV.—Continued

### PART III. HOME WORK

To be put into Braille.

#### EXERCISE XXIX

See Page 91

1. There is where I ought to be.
2. Through the years.
3. You ought to go there too.
4. The foundation of the fountain is really very strong.
5. Whereby.
6. Real character is priceless.
7. It is useless to do it.
8. She will work for the National Library.
9. Please take me into consideration for I have a national reputation.
10. There was an extremely large congregation for the dedication.
11. Orlando is one of the characters in "As You Like It."
12. The foreman will stop in off and on throughout the day.
13. The station is really quite near by.
14. He bought some rations at an auction.
15. I sought her friendship for I was lonesome.
16. Use every possible precaution to avoid accidents.
17. They usually begin action earlier than this.
18. The Young Women's Christian Association.
19. The Information Bureau is to the right.
20. Howard wants you to read the "Declaration of Independence."

# LESSON XV

## PART I

Mark the contractions in the following words.


### EXERCISE XXX

See Page 93

totally	anticipation	constellation	partition
coordination	visitation	punctuation	rightful
thereupon	therefor	thoughtfulness	characterization
vaccination	thereby	commendation	annually
rationally	therewithal	whereas	wherever
vocally	thereunto	wherein	whereinto
recreation	fatally	whereof	nationally
palpitation	conglomeration	wheresoever	therefrom
habitation	meditation	exaggeration	therein
demonstration	gratuity	compensation	thereinto
combination	reverence	apologetically	theretofore
generation	community	mugginess	sought
profanation	reconciliation	tally	conciliatory
reaction	accommodation	gathered	rally
forethought	ethereal	whereby	donation
appellation	bought	sedition	dissipation
personally	sediment	brought	wrought
vacation	recreate	fascination	dilly-dally
mentally	thought	fought	sally

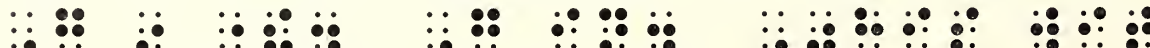
## PART II

### RULES GOVERNING LOWER SIGNS

1. Any number of Lower Signs may follow each other if they stand for separate words with a space written between.
2. Not more than two Lower Signs may join each other.
3. One Lower Sign may not follow another without a space unless one of them is in contact with a sign containing dot 1 or dot 4.
4. Any number of punctuation or composition signs may follow each other. (This is an exception to the above rule 2.)
5. The signs for "into," the dash, inner quotation and brackets, although Compound Lower Signs count as one Lower Sign.
6. The capital sign is not treated as a Lower Sign.
7. The compound contractions which are preceded by the formations  are not to be treated as lower signs. (See pages 56-57 for slate pages 66-67.)

Examples:


Go      in      there.      Go      in.      By his      wit



Notice in the second example that the "in" is not contracted because two Lower Signs may not be written together unless one of them is in contact with a sign containing dot 1 or dot 4.

Examples:

into part      —right      into discard



## LESSON XV—Continued

### PART III. HOME WORK

To be put into Braille.

#### EXERCISE XXXI

See Page 93

1. Oh!—Come in.
2. —“There he is!”
3. It was difficult—it really was.
4. England is a maritime nation.
5. Buy some more linen.
6. You can buy icons in Russia.
7. Nevertheless we shall sever the relationship.
8. There I was alone.
9. “To connect”.
10. It was there not so many days ago.
11. We finally reached the station on time.
12. To ally is to unite.
13. He found his fountain pen.
14. The conversation commenced brilliantly but soon was dreariness personified.
15. Do you know what pagination means?
16. He is going into partnership with a friend of mine.
17. He remained in Washington throughout the entire administration.



# LESSON XVI

## PART I

### Oral Review

#### EXERCISE XXXII

See Page 94

1. May two Lower Signs appear together without a space if neither sign is joined to a sign containing dot 1 or dot 4?
2. Should you use the contraction for "ever" in "reverberate"?
3. May three Lower Signs be written in succession without a space?
4. May three Lower Signs follow one another with a space between each sign?
5. May "into" be written next to a Lower Sign if the lower sign is joined to a sign containing dot 1 or dot 4?
6. May contractions for "right," "some," "here," "part," etc., be used with the contraction for "into"?
7. In writing "I" is it necessary to put the capital sign before the letter?
8. Is it necessary for a Final Contraction to be at the end of a word in order to be used?
9. Why are they called Final Contractions?
10. Are Final Contractions ever used at the beginning of a word?
11. Are Initial Contractions ever used at the end of a word?
12. Why are they called Initial Contractions?

## PART II

### ABBREVIATED WORDS

There are 73 words in Grade II that are abbreviated. They have no particular Braille signs to represent them, they are merely abbreviated, the abbreviations sometimes containing contractions. Here are the words with the letters of a contraction in parentheses.

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

### RULES GOVERNING ABBREVIATED WORDS

1. Abbreviations must not be divided at the end of the line, but they may be so divided from any additions made to them. Example: "grt-ly" for "greatly."
2. An abbreviated word may not be used in combination unless it retains its original meaning. For example: "Must" should not be abbreviated in words like "mustache" or "musty," it may be abbreviated in "mustn't." "After" may be used in "hereafter" but not in "rafter."
3. No additions may be made to these words that would result in wrong spelling. Example: "Dcl" may not be used in "declaration."
4. The abbreviation for "its" must not be used in combination.
5. The abbreviation for "good" may be used in "Mr. Goodwin," "Goodyear," etc.

While these abbreviations may be used in combination, be sure that an addition to them does not form an entirely different word. For example: the abbreviation for "blind" is "bl,"

## LESSON XVI. PART II—Continued

yet in writing the word “blinded” if you were to add “ed” to the abbreviation “bl” it would read “bled.” In such cases do not use the abbreviation but use the contractions in the word.

“Receive” is written “rcv,” if you wish to write “received” add only a “d.” The addition of “ed” would result in wrong spelling and make the word read “received.”

The abbreviation for “to-day” is “to-d,” so if you wish to write “to-do” (meaning confusion), do not contract the “do.” By using the contraction there would be no way of distinguishing between “to-do” and the abbreviation for “to-day.”

## PART III. HOME WORK

### EXERCISE XXXIII

See Page 95

In the following paragraph mark the abbreviated words only. See how many of these words you can detect from memory.

She herself has already made Braille books for the blind. She said she would help me to-morrow but that will be too late, I rather it would be to-day. Perhaps you will be good enough to influence her. Mr. Goodhue just received your letter saying that your sister is coming to-night, that, according to my way of thinking, is certainly good news, although I do wish she could come this afternoon. At eight o'clock to-night they also plan to do some necessary business before they go away. They will do it all themselves. Do be quick if you care to help either of us, I already have started to help him, between the two of us we should finish it by to-morrow, but it will be a great help if you would assist us almost immediately. Every little bit means much to him because he is in such a great hurry. Almost every day I receive letters from across the sea, receiving them is such a great pleasure and I do wish we could all be together again although I suppose it will be many years before we again meet, but perhaps not, after all. If only we could see the children before they grow up, they change so between visits, it is almost beyond belief.

You yourself should do all you can for the good of the great and noble cause. I always said to myself that you would. She cannot conceive of you ever deceiving anyone, neither you nor your sister are the deceiving kind. I have already paid for this, you yourselves should know that it is far below cost. After all that has happened it will not be necessary for him to declare himself a candidate. Declaring it would be most unnecessary. Don't you yourself think so?

Above all always look beneath the surface. You must train yourself. Neither you nor I do it. We shall rejoice when we learn how. Perhaps you will not agree with me. Do not be against it. Wouldn't she receive the message more quickly if you sent a cable? Prepaid of course.

To be put into Braille.

### EXERCISE XXXIV

See Page 95

1. Would you be good enough to come to-day and not to-morrow?
2. Know thyself.
3. The chances are always against you.
4. I'm a little behind time.
5. He needs immediate attention for he is already unconscious.
6. The National Institute for the Blind is in Great Portland Street.
7. Always be honest and you will be more than repaid.
8. This is good enough for every-day wear.
9. He has already gone by unnoticed.
10. Neither you nor I will be there to meet Margaret.
11. I wouldn't do that if I were you.
12. Do you perceive it now?
13. Besides meeting him to-day I found him sitting beside the river.
14. Little by little he is learning Braille, much more practice will be necessary before he will be a good transcriber. Give the new exercise to him.
15. Thereafter she was goodness personified. I couldn't believe it!
16. She sent a day-letter and one cable, altogether she owes ten dollars.
17. It would be nice if they were to catch and punish the would-be assassin.

# LESSON XVII

## PART I

Oral Review

### EXERCISE XXXV

See Page 97

1. May the contraction for "its" be used in "profits"?
2. May the "to" be contracted in "to-day"?
3. What is the rule governing this?
4. May the contraction for "ful" be used at the beginning of a word?
5. May the contraction for "ful" be used at the beginning of a line if the word is divided?
6. May the abbreviation for "him" be used in "Himalaya"?
7. May the abbreviation for "good" be used in "goodness"?
8. May the abbreviation for "would" be used in "wouldn't"?
9. May the abbreviation for "must" be used in "muster"?
10. May the abbreviation for "much" be used in "muchness"?

## PART II

### ABBREVIATIONS

In writing abbreviations the ink print practice should be followed.

Examples:

P.M. e.g.  
 Charles F. Brown M.D.

### LETTER SIGN

The letter sign, dots 5 and 6, is placed before a letter when it is necessary to distinguish it from a numeral.

44b 63a

It is also placed before single letters to show that they do not stand for words.

Examples: The "s" was blurred.  
 T bone steak

The letter sign in the above examples is necessary for "s" and "t" alone stand for "so" and "that" respectively, unless otherwise noted. Had the sentences been written without the letter sign they would have read: The "so" was blurred. That bone steak.

The letter sign is used before a word which contains a foreign accented letter and not an English contraction. (See Lesson XIX.)

In writing Nov. 25th, the contraction for "th" is used but is not preceded by the letter sign as the contraction "th" stands for no number even if preceded by the numeral sign.

In writing Dec. 23rd the letter sign is not used before the "d." "R" preceded by the number sign never means a number and it is taken for granted that the reader would know that the "d" following means "d."

A1

The above is written with the letter sign to show that no English Braille contraction is



## LESSON XVII. PART II—Continued

being used. By using this sign the numeral sign will be read as the numeral sign and not as the contraction "ble."

The Letter sign precedes the Capital sign or apostrophe.

### DOUBLE CAPITAL SIGN

Very often there are words in which every letter of the word is a capital letter. This is expressed by using a double capital sign (dot 6 used twice) before each word. Be sure to repeat dot 6 and not use 3 and 6.

When a double capital sign is used it means that every letter in the word following is a Capital letter. This includes compound words joined by the hyphen and also words containing an apostrophe.

Examples:

IT                  VERY          KNOWLEDGE          SOME                  CAN'T

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

You will note that the double capital sign is used in the above, although some of the signs are of single formation they are representing several letters. The Braille symbol for "it" is represented by one sign, if it is written "It" one capital sign only is needed; if it is written "IT" a double capital sign is required.

A Braille symbol representing a single letter does not require a double sign.

### ROMAN NUMERALS

Roman Numerals are capital letters and are written as any word in all capitals.

In writing IV remember that the first letter is a capital "i" and not one. "V" or "X," or "L," or "I" (single numbers) require but one capital sign for it is a single formation standing for one letter.

Never use the number sign in connection with Roman Numerals!

Examples:

                                VII                                  XX.

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

IT                  is                  in                  Lesson                  X                  V

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

When ink print omits the period following a Roman Numeral, you may do the same in Braille.

(In Great Britain where capitals are not in general use in Braille, the Roman Numerals are expressed by the letter sign preceding the letter or letters.)

### INITIALS

Initials of an abbreviation should be written without a space. See page 44 under "Abbreviations."

Personal Initials are written with a space. T. S. W. (initials followed by a period) requires no letter sign.

T s w (written to represent three different letters) would require a letter sign before each letter in order to have them read as letters.

### FRACTION LINE

The fraction line is dots 3 and 4 and is used to separate the numerator and the denominator of a fraction.

½      ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

LESSON XVII. PART II—Continued

## MIXED NUMBERS

Mixed numbers are written: number sign, whole number, hyphen, numerator, fraction line, denominator.

$$11\frac{1}{2} \quad \begin{array}{c} \bullet \\ \bullet \\ \bullet \end{array} \begin{array}{c} \bullet \\ \cdot \\ \cdot \end{array} \begin{array}{c} \bullet \\ \cdot \\ \cdot \end{array} \begin{array}{c} \cdot \\ \cdot \\ \cdot \end{array} \begin{array}{c} \bullet \\ \cdot \\ \cdot \end{array} \begin{array}{c} \cdot \\ \bullet \\ \cdot \end{array} \begin{array}{c} \bullet \\ \bullet \\ \cdot \end{array}$$

## DECIMAL POINT


The sign for the decimal point, dots 4 and 6 is used as follows:


$$.9 \begin{array}{ccc} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{array} \qquad 6.74 \begin{array}{ccccc} \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \end{array}$$

(Note that the numeral sign precedes the decimal point in .9.)

Be careful not to confuse the decimal sign and the period. In ink print the same sign is used for both but in Braille the decimal is dots 4 and 6 and the period is dots 2, 5, 6.

## DOLLAR SIGN

The dollar sign is 

Example:            \$24.50    

### PART III. HOME WORK

To be put into Braille.

### EXERCISE XXXVI

See Page 97

1. Dr. Andrews will come this P.M. He hasn't been here since last Jan.
2. Lessons XI and XIV are most useful to those who wish to learn Braille.
3. Mr. Charles H. Standish is a very good teacher so is T. B. Evans.
4.  $1\frac{1}{2}$  and  $1\frac{1}{2}$  make 3.
5. \$500.50.
6. There is an apothecary near 45th St.
7. In the spring of '97.
8. She wore a V neck gown.
9. Luke XII 10-14.
10. Act II Sc. iv.



## LESSON XVIII

## PART I

## Oral Review

### EXERCISE XXXVII

See Page 98

1. Would you use the contraction for “for” in writing “The Reformation”?
2. What sign precedes the letters used in Roman Numerals?
3. What sign connects the fraction with the whole number in mixed numbers?
4. What sign is used before a foreign word containing an accented letter?
5. If “t” is to be written as a letter what sign should precede it?
6. In writing John S. Smith how would you write the “S.”?

## PART II

## ASTERISK

Marginal or footnotes which consist of more than a few words must not be inserted in the text, but should be placed at the end of the volume in which the references occur. The references in the text must be numbered consecutively throughout each volume and preceded by the asterisk.

\*3                

\*Braille

These references should be preceded and followed by a space except when it is used as a note reference and followed by a numeral.

The asterisk represents not only the printed asterisk but also the double or treble asterisk, the dagger, cross, etc.

## ELLIPSIS

A series of dots in print denoting omitted matter, is represented by three consecutive dots 3. It should be treated and punctuated as a word.

Example:

And women all . . .

“... and women all”

## POETRY

Each new line of verse should start on a new line as in print. When space saving is material, as in the case of manuscript books and magazines, poetry should be written as prose with the Poetry-line sign :● after the last word of each line of poetry.

When poetry is written using the Poetry-line sign, the following rules should be observed.

When a line of poetry ends with a punctuation sign, the Poetry-line follows immediately without a space.

The Poetry-line must be preceded by a space if the line does not end with a punctuation sign.

It must always be separated from the line that follows, but must always be written on the same line as the preceding word.

It must not be used at the end of a poem or quoted passage because its use indicates that another line of poetry follows.

If poetry occurs in the middle of a paragraph, the prose following should begin in the first space of a new line as in print.

## LESSON XVIII. PART II—Continued

### DOUBLE POETRY-LINE SIGN

This sign  $\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix} \begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$  is used where poetry occurs between passages of prose to indicate when the change from prose to poetry is made. Such passages must begin on a new line, quotation marks to be used in Braille if used or indicated in print.

If poetry occurs in the middle of a paragraph, the prose following should begin in the **FIRST** space of a new line as in print.

### DIPHTHONGS

Æ and Æ should be written as separate letters except in foreign languages. (See page 55 for Braille Signs.)

### PARAGRAPH

A paragraph should begin in the third cell of a new line.

Where space-saving is material, as in the case of manuscript books and magazines, a paragraph may be begun in the same line in which the preceding paragraph ends, when three clear spaces must be left. This method must not be used for a lettered or numbered paragraph.

When it is desirable to mark the beginning of such a new paragraph a star or some other sign may be set out before the line in which the paragraph begins, or some other marginal indication made.

### FOOTNOTES

A short and infrequent footnote may be written with an asterisk at the foot of the Braille page as in print, but since this is generally impracticable the following disposition of footnotes is recommended as the standard practice.

Short notes (consisting of a few words or short references) should be inserted in the text, immediately after the word or words to which they refer, and should be enclosed in square brackets. Longer notes should be placed at the end of the volume in which the references occur. The references in the text must be numbered consecutively throughout each volume and preceded by the asterisk.

Footnotes when placed at the end of a volume should be headed "Notes" on the third line of a new sheet. This sheet should be numbered straight on from the last page of text. The note sheet should have an inner margin of three clear spaces, in which should be written note numbers without asterisks. One clear space should be left after the note number, followed by the page and line of the text where the corresponding reference occurs. Note numbers should begin with 1 in each volume.

These rules may sound very confusing and complicated. They are given here for reference. The main things for the average transcriber to remember are that a paragraph begins in the third cell of a new line and that footnotes, if they are not too long and frequent, may be inserted in the text in square brackets.

## PART III. HOME WORK

To be put into Braille

### EXERCISE XXXVIII

See Page 98

Write this one starting each line of verse on a new line as in print.

1. Ah, Moon of my Delight who know'st no wane  
The Moon of Heav'n is rising once again:  
How oft hereafter rising shall she look  
Through this same Garden after me—in vain!

Write these verses using the poetry-line sign.

2. "A thing of beauty is a joy forever  
Its loveliness increases; it will never  
Pass into nothingness; but will keep  
A bower for us and a sleep  
Full of sweet dreams, and health and quiet breathing."

## LESSON XVIII. PART III—Continued

3. She picked up the book and read the following quotation:

“Fresh morning gusts have blown away all fear  
From my glad bosom,—now from gloominess  
I mount for ever—not an atom less  
Than the proud laurel shall content my bier.”

She stopped for a moment then continued later.

Mark the contractions in the following poem.

### 4. THE DAFFODILS.

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils,  
Beside the lake, beside the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay;  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Outdid the sparkling waves in glee;—  
A poet could not but be gay,  
In such a jocund company;  
I gazed, and gazed, but little thought  
What wealth that show to me had brought.

For oft when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

# LESSON XIX

## PART I

Mark the contractions in the following quotations.

### EXERCISE XXXIX

See Page 100

1. Come, seeling night,  
Scarf up the tender eye of pitiful day;  
And with thy bloody and invisible hand  
Cancel and tear to pieces that great bond  
Which keeps me pale! Light thickens; and the crow  
Makes wing to the wood:  
Good things of day begin to droop and drowse;  
Thou marvell'st at my words: but hold thee still:  
Things bad begun make strong themselves by ill.  
So, prithee, go with me.
  
2. Macbeth. Whence is that knocking?  
How is't with me, when every noise appals me?  
What hands are here? ha! they pluck out mine eyes!  
Will all great Neptune's ocean wash this blood  
Clean from my hand? No; this my hand will rather  
The multitudinous seas incarnadine,  
Making the green one red.




## PART II

### ACCENT SIGN

The accent sign is dot 4 and must be placed before a letter if it bears an accent or other mark that cannot be expressed in English Braille. The sign represents no particular accent. This method of expressing accented letters applies to English words and foreign words when anglicised (anglicised words are those appearing in the English dictionary). Strictly foreign words are expressed differently.

Examples:

café
rôle
façade

In the case of contracted syllables in English words the contraction may follow the accent sign.

Example:














blesséd 

You will note in the above words that the accent sign represents no particular accent and that it appears before the **LETTER** that bears the accent. Also note and remember that the letter is written.






### FOREIGN ACCENTS

When a foreign word contains an accent the letter sign precedes the **WORD** and the Braille symbol for the particular accented letter is used. Below is a list of foreign accents and diacresis and the Braille signs which represent them when used in conjunction with the letter sign.

À
Â
É
È
Ê
Ë
Ì
Î
Ï
Ò
Ô
Û
Ü

Ç
Ä
Æ
Ö
Œ

For those using the slate these signs appear reversed on page 65.



LESSON XIX. PART II—Continued

These signs will be recognized as having been used for the various contractions, but there can be no confusion in the use of them because the word is preceded by the letter sign when the symbol is to represent the accented letter.

Examples:

Déjà      

Note that the letter sign precedes the capital sign and that the one letter sign serves for both accented letters.

n'étaient

Note that the letter sign precedes the “n.”

No contraction may be used in a foreign word.

Note that in these foreign accents the formations stand for **BOTH LETTER AND ACCENT**.

If a foreign accent appears in a hyphenated word the letter sign precedes the entire word.

If a word containing a foreign accent is in italics the italic sign precedes the letter sign. But the letter sign precedes the capital sign should the word commence with a capital letter.

The two methods of expressing accented letters are very apt to confuse the student of Braille. Just bear in mind that the accent sign represents no particular accent nor letter. It means that the letter following it bears a mark or accent of some kind. When the **WORD** is preceded by the letter sign it means that a sign is being used to denote a particular letter with the particular accent which that sign alone represents. The letter must not be repeated for that is included in the sign.

### PART III. HOME WORK

To be put into Braille.

## EXERCISE XL

See Page 100

- |              |                |                         |              |                         |
|--------------|----------------|-------------------------|--------------|-------------------------|
| 1. début     | 5. ingénue     | 9. vis-à-vis            | 13. yours    | 17. great-grandchildren |
| 2. distingué | 6. fiancée     | 10. bâtonnier           | 14. musty    | 18. besides             |
| 3. mêlée     | 7. s'Énamourer | 11. “ <i>Débâcler</i> ” | 15. mustn't  | 19. beloved             |
| 4. enjoué    | 8. über        | 12. jardinière          | 16. yourself | 20. shouldn't           |

21. "Mr. Pickwick observed (says the Secretary) that fame was dear to the heart of every man. Poetic fame was dear to the heart of his friend Snodgrass, the fame of conquest was equally dear to his friend Tupman; and the desire of earning fame, in the sports of the field, the air, and the water, was uppermost in the breast of his friend Winkle. He (Mr. Pickwick) would not deny, that he was influenced by human passions, and human feelings (cheers)—possibly by human weaknesses—(loud cries of 'No'); but this he would say, that if ever the fire of self-importance broke out in his bosom the desire to benefit the human race in preference effectually quenched it."

22. ["Upon motion the meeting thereupon adjourned, to reconvene at the same place on the 21st day of June, 1904, at 4:30 P.M."]

23.

REEDS.

("They put . . . a reed in His right hand."—Matthew, xxvii, 29.)



# LESSON XX

## PART I

### Oral Review

#### EXERCISE XLI

See Page 103

1. How can you distinguish between "was" and "by"? The same sign is used for both.
2. In writing "bed" would you use the contraction for "be" and "d," or the "b" and the contraction for "ed"?
3. In writing "mention" would you use the contraction for "ment" or "tion"?
4. May the contraction for "ness" be used in writing "Mr. Ness"?
5. How many numeral signs are used in writing "2:30"?
6. In writing "bubbles" would you use the contraction for "bb" or "ble"?
7. In writing "tear" is the preference given to the "ea" or "ar" contraction?
8. In writing café does the accent sign precede the word or the letter bearing the accent?
9. In writing the French word "dînerai" may the "er" be contracted?
10. May the contraction for "com" be used after the dash?
11. May the contraction for "child" be used in "children"?
12. Are there any contractions in "child-like"?
13. In writing "rather" would you use the contraction for "the" or the contractions "th" and "er"?
14. Is the contraction for "were" used in "weren't"?
15. May the contraction for "dis" follow "into"?
16. Are "com" and "con" treated alike?
17. In writing "2.67" what sign would you use for the "."?
18. In writing "T bandage" how would you write the "T"?
19. Are the contractions for "st" and "th" used in writing "1st" and "4th"?
20. (a) What are the three uses for the formation of dots 2 and 5?  
(b) How do you differentiate?
21. Give a reason why the "be" contraction may not be used in "been."
22. (a) What are the three uses for the formation of dots 2, 3, and 5.  
(b) How do you differentiate?
23. (a) What are the three uses for the formation of dots 2, 3, 5 and 6?  
(b) How do you differentiate?
24. (a) What are the three uses for the formation of dots 2 and 3?  
(b) How do you differentiate?
25. (a) What are the three uses for the formation of dots 3, 5 and 6?  
(b) How do you differentiate?
26. What are the three uses for the formation of dots 2, 5 and 6?
27. Does the hyphen cancel the numeral sign?
28. May a word of one syllable be divided at the end of a line?
29. If a word has to be divided at the end of a line is it necessary for the division to be at the end of a syllable?
30. Are the contractions for "bb," "cc," "dd," "ff" and "gg" used in preference to other contractions?
31. May the contraction for "be" stand alone?
32. If the contraction for "be" is used as a part word must it form the first syllable in order that it may be used?
33. (a) May Final Contractions ever stand alone as a whole word?  
(b) Do they need to be the final syllable in order to be used?  
(c) May they begin a word?
34. (a) May Initial Contractions be used alone?  
(b) May they be used at the end of a word?
35. Is the contraction for "to" used in "well-to-do"?
36. In writing "received" is the abbreviation for "receive" followed by the letter "d" or the contraction "ed"?
37. Should a contraction be used between the component parts of a compound word?
38. The contraction for "com" should not be used in "sub-committee." Why not?
39. The contraction for "ea" is used in "blear" and not the contraction for "ble." Why?
40. The contraction for "in" is used in "ingrown" and not the contraction "ing." Why?
41. The contraction for "ea" should not be used in "orangeade." Why not?
42. In the word "cone" the contraction for "one" is used and not the contraction "con." Why?

LESSON XX. PART I—Continued

43. In writing the sentence "I go in." the "in" is not contracted. Why not?
44. In writing the sentence "I see Mr. Madden." the "en" in "Madden" is not contracted. Why not?
45. The contraction for "be" is not used in "maybe." Why not?
46. Why is the "ed" not contracted in "predict"?
47. Is it correct to contract the "sh" in "threshold"?
48. In writing "self-conscious" the "con" may be contracted, but in writing "sub-committee" the contraction for "com" may not be used. Can you explain this point?
49. In writing the word "mention" the contraction for "tion" is used and not the contraction "ment." State why.
50. Why isn't the contraction "st" used in words like "misthink," "misteach," "mistell," etc.?

## PART II

## LIST OF ABBREVIATIONS OF VALUE AND MEASUREMENT

pound sterling (£).....	l	quarters.....	qr
shillings.....	s	pound weight.....	lb
pence.....	d	ounces.....	oz
guineas.....	gs	yards.....	yd
dollars.....	lower d	feet.....	ft
cents.....	c	inches.....	(in)
mills.....	m	gallons.....	gal
francs.....	fr	quarts.....	qt
marks (reich).....	rm	pints.....	pt
rupees.....	rs	hours.....	hr
tons.....	t	minutes.....	m(in)
hundredweight.....	cwt		

When in print a symbol or a literal abbreviation of value or measurement follows a numeral, the corresponding literal abbreviation or its equivalent, may be placed in Braille **BEFORE THE NUMERAL SIGN** without the abbreviation sign.

Example:

20 yds.

6 lbs.

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.

Example:

4 lbs. 2 oz.

[illegible]

An exception occurs in the writing of decimal coinage where the decimal point is used as in \$5.50.

In addition to the above list, any standard abbreviation may be used.

## EQUIVALENTS FOR SPECIAL INK-PRINT SYMBOLS

- ° (degree).....dg followed immediately by the numeral sign  
 % (percent).....middle C, P (⦿ ⦿) followed immediately by the numeral sign  
 § (section sign).....S followed by dot 3, followed immediately by the numeral sign  
 ¶ (paragraph mark) . . p(ar) followed immediately by the numeral sign  
 = (equals sign).....two middle C's (dots 2-5/2-5) preceded and followed by a space

## REFERENCES

When the saving of space is essential, and the meaning would be obvious to the reader, references may be contracted.

Chapter 5,

page 69,

line 9.

Pages 7

and

56.

Volume V.,

pp. 9-34.

Gen. vii. 7.

● ●    ● ●    ● ●    ● ●    ● ●    ● ●    ● ●

## LESSON XX. PART III

### EXERCISES

#### EXERCISE XLII

See Page 104

To be put into Braille.

1. The maître d'hôtel will arrange a good dinner for \$5.75 each. Mr. B. F. Comstock told us about him and said that if we would go to him we would be delighted with the service. By 6 o'clock 4 dozen roses should arrive from the florist and the 3 lbs. of candy and 5 qts. of ice cream will arrive later. When they come will you please take care of and arrange them. We shall need some ribbon for decorating, so buy about  $10\frac{1}{2}$  yds., not more than  $2\frac{3}{4}$  ins. wide. The party will be in a private room marked D, even though you forget the letter you will find it without difficulty. The room is 20 ft. by 10 ft. which is large enough for the few guests. R.S.V.P. was written on the invitations but there is still one who has not answered. Perhaps she will telephone this afternoon. We shall be ill-at-ease until we have heard from her. We undoubtedly have enough of everything—*enough!* Do not order another thing. Rewrite that place card and add a "k" to "Frederic". This hotel was built in the winter of 1927-1928. It should be an A1 affair, do not belittle it if it should not be. We will need 1 lb. 3 oz. more candy.

See Page 106

2. LIFE OF SHAKESPEARE—Birth and Parentage—The play of The Life of King Henry V was written by William Shakespeare, who was born at Stratford-on-Avon, Warwickshire, on the 22nd or 23rd of April, 1564.

See Page 107

3. "You will be interested to hear of an extraordinarily expert Braille reader whom I met a little while ago. He is the Rev. W. E. Lloyd, who works in a parish in the West-end of London. He dined with the blinded officers at Portland Place the other day, and after dinner I asked him whether he read Braille fast. He said: 'I found out rather an odd thing about my Braille reading the other day. Have you a Braille book and a handkerchief?' Both were produced, the Braille book being Mark Twain's 'Huckleberry Finn,' which is written in various American dialects, and, consequently, does not afford by any means simple reading with the fingers. Mr. Lloyd opened the book at random, found a full stop, and read a few sentences as quickly as his tongue could go, and it was evident that his fingers were well ahead of his tongue. He then asked for one thickness of handkerchief to be placed over the page. Through this he read just as fast as before. Two thicknesses did not diminish his speed in the least. When three thicknesses were over the dots his rate of reading slackened slightly, and when he attempted the seemingly impossible feat of reading through four thicknesses he still read faster than the average clergyman reads the lessons in church. The handkerchief was not a smooth, well-ironed one, but a crumpled one produced by one of the officers from his pocket, and the passages read were in all cases quite disconnected."

Quotation from Sir Arthur Pearson's "Victory over Blindness"

Copyright, 1919, by Doubleday, Doran & Co., Inc.

See Page 110

4.

#### HAMLET

#### ACT V Scene II

Hamlet. As thou'rt a man  
Give me the cup: let go; by Heaven I'll have it.—  
O good Horatio, what a wounded name,  
Things standing thus unknown, shall live behind me!  
If thou didst ever hold me in thy heart,  
Absent thee from felicity awhile,  
And in this harsh world draw thy breath in pain  
To tell my story. [March afar off, and shot within.]

## BRAILLE SIGNS

### ALPHABET

1 A	2 B	3 C	4 D	5 E	6 F	7 G	8 H	9 I	0 J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

### PUNCTUATION

Comma	Period	Colon	Semi-colon	Exclamation
Question Mark	"Quotation"	'Single Quotation'†	Dash†	Italic*
	 1st part      2nd part	 1st part      2nd part		
Hyphen	[Bracket]†	Asterisk	(Parenthesis)	Apostrophe
	 1st part      2nd part		 1st part      2nd part	

### MISCELLANEOUS

Numeral sign*	Fraction-line	Poetry-line sign*	Capital sign*
Accent sign*	Decimal-point	Letter sign*	Ellipsis

### FOREIGN ACCENTS and DIAERESIS

Ç	É	À	È	Ì	Ò	Û	Â	Ê	Î	Ô	Û
È	Ï	Ù	Ä	Ö	Æ	Œ					

A complete list of all the contractions is given on pages 58, 59.

\* A Braille composition sign.

† Treated as one Lower Sign.



SIGN	WORD SIGN	INITIAL CONTRACTIONS*			FINAL CONTRACTIONS†		
	Standing alone	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠
⠠	a						
⠠	but						
⠠	can			cannot			
⠠	do	day			ound		
⠠	every	ever			ance	ence	
⠠	from	father					
⠠	go					ong	
⠠	have	here		had			
⠠	just						
⠠	knowledge	know					
⠠	like	lord				ful	
⠠	more	mother		many			
⠠	not	name			sion	tion	ation
⠠	one	one					
⠠	people	part					
⠠	quite						
⠠	rather	right					
⠠	so	some		spirit	less	ness	
⠠	that	time			ount	ment	
⠠	us	under	upon				
⠠	very						

\* May be used as a word or part word, as a part word they may appear at the beginning, in the middle or at the end of words.

† Must not be used as a whole word and must not be used at the beginning of words. May be used at the beginning of a line if the word is divided.



SIGN	WORD SIGN		INITIAL CONTRACTIONS*			FINAL CONTRACTIONS†		
	Standing alone		Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠
⠠	will		work	word	world			
⠠	it							
⠠	you		young				ity	ally
⠠	as							
⠠	and							
⠠	for							
⠠	of							
⠠	the		there	these	their			
⠠	with							
⠠	child		character					
⠠	shall							
⠠	this		through	those				
⠠	which		where	whose				
⠠	out		ought					
⠠	be							
⠠	enough							
⠠	to							
⠠	were							
⠠	his							
⠠	in							
⠠	into							
⠠	was & by							
⠠	still							

\* May be used as a word or part word, as a part word they may appear at the beginning, in the middle or at the end of words.

† Must not be used as a whole word and must not be used at the beginning of words. May be used at the beginning of a line if the word is divided.

A		
8ABOUT		AB
8ABOVE		ABV
8ACCORDING		AC
8ACROSS		ACR
8AFTER		AF
8AFTERWARD		AFW
8AGAIN		AG
8AGAINST		AG(ST)
2ALLY*		
8ALMOST		ALM
8ALREADY		ALR
8ALSO		AL
8ALTHOUGH		AL(TH)
8ALTOGETHER		ALT
8ALWAYS		ALW
2ANCE		
5AND		
11AR		
7AS		
2ATION*		
B		
3BB 19BE}		
8BECAUSE		(BE)C
8BEFORE		(BE)F
8BEHIND		(BE)H
8BELOW		(BE)L
8BENEATH		(BE)N
8BESIDE		(BE)S
8BETWEEN		(BE)T
8BEYOND		(BE)Y
10BLE		
8BLIND		BL
8BRAILLE		BRL
7BUT		
4BY		
C		
7CAN		
5CANNOT		
3CC		
11CH		
5CHARACTER*		
7CHILD		
8CHILDREN		(CH)N
6COM		

<sup>1</sup>CON      ••  
          ••

<sup>3</sup>CONCEIVE      (CON)CV  
<sup>3</sup>CONCEIVING      (CON)CVG  
<sup>3</sup>COULD      CD

**D**

<sup>5</sup>DAY\*          

<sup>3</sup>DD     

<sup>8</sup>DECEIVE      DCV  
<sup>8</sup>DECEIVING      DCVG  
<sup>8</sup>DECLARE      DCL  
<sup>8</sup>DECLARING      DCLG

**E**

${}^3\text{EA}$	•• •• ••	
${}^{11}\text{ED}$	•• •• ••	
${}^6\text{EITHER}$		$\text{EI}$
${}^{11}\text{EN}$	•• •• ••	





2ENCE\*      • •   • •  
• •   • •   • •  
• •   • •   • •

7ENOUGH      • •  
• •   • •  
• •   • •

7EVERY 

F

5FATHER\*

$^3\text{FF}$    
 $^5\text{FOR}$    
 $^7\text{FROM}$    
 $^2\text{FUL}^*$  

7GO      ●●  
          ●●  
          ●●





8GOOD      GD  
8GREAT      GRT

		H	
5HAD			
7HAVE			
5HERE*			
8HERSELF			H(ER)F
8HIM			HM
8HIMSELF			HMF

†<sup>7</sup>HIS     ●●  
             ●●  
             ●●

**I**

8IMMEDIATE                      IMM

<sup>5</sup>IN       
<sup>10</sup>ING       
<sup>4</sup>INTO       
<sup>7</sup>IT     

8ITS XS  
8ITSELF XF

2ITY\*    • •    • •  
          • •    • •  
          • •    • •




JUST J




K

<sup>5</sup>KNOW\*

<sup>7</sup>KNOWLEDGE

$\mathbf{L}$   
 $\mathbf{2LESS}$      $\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$      $\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$   
 $\mathbf{6LETTER}$      $\mathbf{LR}$   
 $\mathbf{7LIKE}$      $\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$   
 $\mathbf{8LITTLE}$      $\mathbf{LL}$


<sup>5</sup>LORD        
                  M  
<sup>5</sup>MANY        
<sup>2</sup>MENT\*      


<sup>7</sup> MORE		
<sup>5</sup> MOTHER*		
<sup>8</sup> MUCH		M(CH)
<sup>8</sup> MUST		M(ST)
<sup>8</sup> MYSELF		MYF

N





<sup>5</sup>NAME\*      • •      • •  
                 • •      • •  
                 • •      • •

<sup>8</sup>NECESSARY      NEC  
<sup>8</sup>NEITHER      NEI

$^2\text{NESS}^*$  

$^7\text{NOT}$  

8 O'CLOCK 0 0'C

${}^5\text{OF}$    
 ${}^5\text{ONE}^*$    
 ${}^6\text{ONESELF}$    $(\text{ONE})\text{F}$   
 ${}^2\text{ONG}^*$  

11OU

50UGHT\*

20UND

8OURSELVES (OURVS

**P**

\$PAID \$PART* 7PEOPLE \$PERCEIVE \$PERCEIVING \$PERHAPS	PD • • • • • • • • • • • • P(ER)CV P(ER)CVG P(ER)H
---	---

Q  
8QUICK      QK  
7QUITE      ●●  
             ●●  
             ●●  
             ●●

# COMPLETE LIST OF CONTRACTIONS—Continued

<p><b>R</b></p> <p>7RATHER</p> <p>8RECEIVE 8RECEIVING 8REJOICE 8REJOICING</p> <p>5RIGHT*</p>	<p>7STILL</p> <p>8SUCH S(CH)</p> <p><b>T</b></p> <p>11TH</p> <p>7THAT</p> <p>7THIS</p> <p>8THE</p> <p>8THEIR</p> <p>8THEMSELVES (THE)MVS</p> <p>8THERE*</p> <p>8THESE</p> <p>8THOSE</p> <p>8THROUGH*</p> <p>8THYSELF (TH)YF</p> <p>8TIME*</p>	<p>2TION*</p> <p>4TO</p> <p>8TO-DAY 8TOGETHER 8TO-MORROW 8TO-NIGHT</p> <p><b>U</b></p> <p>5UNDER*</p> <p>5UPON</p> <p>7US</p> <p><b>V</b></p> <p>7VERY</p> <p><b>W</b></p> <p>†7WAS</p> <p>†7WERE</p> <p>11WH</p>	<p>5WHERE*</p> <p>7WHICH</p> <p>5WHOSE</p> <p>7WILL</p> <p>5WITH</p> <p>5WORD</p> <p>5WORK*</p> <p>5WORLD</p> <p>8WOULD WD</p> <p><b>Y</b></p> <p>7YOU†</p> <p>8YOUNG*</p> <p>8YOUR 8YOURSELF 8YOURSELVES</p> <p>YR YRF YRVS</p>
<p><b>S</b></p> <p>8SAID SD</p> <p>11SH</p> <p>7SHALL</p> <p>8SHOULD (SH)D</p> <p>2SION</p> <p>7SO</p> <p>5SOME*</p> <p>5SPIRIT</p> <p>11ST</p>			

The letters in parentheses are contracted.

1. Contraction may be used only when these letters form the **FIRST SYLLABLE** of the word. The contraction may follow the hyphen in a compound word. May be used at the beginning of a line when the word is divided.

2. May be used only as a **PART WORD**. **MAY NOT BEGIN A WORD** nor be used alone. It may be used at the beginning of a line when the word is divided.

3. Contraction may be used only when it appears **BETWEEN LETTERS OR CONTRACTIONS** of the same word and in the same line. It must never begin nor end a word. Double letter signs should not be used when there is an alternative single cell contraction.

4. Must be **JOINED TO WORD FOLLOWING** or the contraction must not be used. May never be joined to other words by the hyphen to form hyphenated words. May be contracted before the Capital, Numeral and Letter Signs, but not before any other Punctuation or Braille Composition Sign. Whole word only. "Into" is treated as one lower sign.

5. May be used as **WORD OR PART WORD** and may appear in any part of a word when used as a part word.

6. May be used only at the **BEGINNING OF A WORD** or line. It need not be a syllable. Contraction must never be used in contact with the dash or hyphen.

7. **WHOLE WORD ONLY**. Must not be used as a part word. May be used with the hyphen to form a hyphenated word. Apostrophe "s" may be added, but never "s" to form the plural.

8. Must not be used in combination unless original meaning is retained. No addition may be made which would result in wrong spelling.

9. May be used as **WHOLE WORD** or as **FIRST SYLLABLE** of a word, or a syllable at the commencement of a line in a divided word. It may follow the hyphen in a hyphenated word.

10. **MUST NOT BEGIN A WORD**, but may begin a line in the case of divided words.

11. Part word sign which may appear in any part of a word.

\* Not treated as a lower sign.

† Must not be contracted before or after a dash.

‡ May be used with "re" or "ll."

## DEFINITIONS

ABBREVIATED WORDS.—Words that have no special Braille sign to express them but are always expressed by a special abbreviation.

COMPOSITION SIGNS.—Signs which are peculiar to the Braille system and have no ink print equivalents. They are the Numeral sign, Poetry-line sign, Capital sign, Accent sign, Italic sign and the Letter sign.

COMPOUND SIGNS.—Signs which occupy two spaces or cells.

COMPOUND LOWER SIGNS.—A Lower sign which occupies two cells but which counts as one.

CONTRACTION.—A sign which is used to express more than one letter.

FINAL COMPOUND SIGNS.—Contractions which are formed by one of three signs (dots 4 & 6, dots 5 & 6, or dot 6) placed before a terminal letter. See pages 56, 57 for list.

INITIAL COMPOUND SIGNS.—Contractions which are formed by means of one of three signs (dot 5, dots 4 & 5, or dots 4, 5, & 6) placed before an initial letter. See pages 56, 57 for list.

LOWER SIGN.—A sign which contains no upper dot, that is neither dot 1 or dot 4.

ONE-CELLED CONTRACTION.—A contraction which occupies only one space or cell.

TWO-CELLED CONTRACTION.—A contraction which occupies two spaces or cells.

WORD SIGN.—A contraction which is used to express a whole word, whether it occupies one or two cells.

## PREFERENCES

1. When a word, according to all rules, may be contracted in two or more ways, each saving the same amount of space, the way should be selected which produces the most readable combination of dots.

2. The contractions for “for,” “and,” “of,” “the,” “with” should be used as part words whenever possible in preference to any other contraction, unless their use would entail waste of space.

3. When “d,” “r,” and “n” follow “one,” contract “ed,” “er” and “en” in preference to “one.”

4. Avoid using Double Letter Signs when there is an alternative single cell contraction, e.g., in “peddle” use the contraction for “ed” rather than the contraction “dd.”

5. In words like “dear,” “fear,” “pear,” etc., the preference is given to the “ea” contraction.

6. One-celled contractions are preferable to two-celled word signs, e.g., in “shadow” use the contraction for “sh” rather than the one for “had.”



## RULES GOVERNING CONTRACTIONS

1. Contractions must not be used in foreign words except when anglicised.
2. Contractions may be used in English proper names.
3. Contractions may overlap the syllables of a word but should not be used when they are likely to lead to obscurity in recognition or pronunciation. They should never overlap well-defined syllable divisions or the component parts of a compound word.
4. Initial Compound Contractions may appear in any part of a word and may be used alone as a whole word.
5. Final Compound Contractions must never begin a word nor appear alone. They may, however, be used at the beginning of a line when the word is divided.
6. Word signs should be used sparingly in the middle of words unless they form distinct syllables.
7. Special care should be taken to avoid undue contraction of words of relatively infrequent occurrence.
8. The Double Letter Signs are not considered to lead to obscurity because they retain their original letter form.
9. Abbreviated Words given in the list may be used in combination, but no addition may be made to any of them which would result in wrong spelling. An Abbreviated Word may not be used in combination unless it retains its original meaning.

## RULES GOVERNING LOWER SIGNS

1. Any number of Lower Signs may follow one another if they stand for separate words with a space written between.
2. Not more than two Lower Signs may join each other.
3. One Lower Sign may not follow another without a space unless one of them is in contact with a sign containing dot 1 or dot 4.
4. Any number of punctuation or composition signs may follow each other. (This is an exception to the above rule 2.)
5. The signs for “into,” the dash, inner quotation and brackets, although Compound Lower Signs count as one Lower Sign.
6. The capital sign is not treated as a Lower Sign.
7. The compound contractions which are preceded by the formations  $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$  are not to be treated as lower signs. (See pages 56, 57 for list, pages 66, 67 for slate work.)



## RULES FOR TRANSCRIBING

1. Consult with the library that is accepting your work in regard to the selection of a title. Also inquire if they wish the title of the story repeated on each page of Braille.

If you are working with the Red Cross consult your local chapter.

2. There must be a margin of one inch and a half on the left hand side of the paper. This is necessary for binding.

3. Leave a quarter of an inch margin at the top and bottom of a page and leave that much at the end of a line. This protects the dots and prolongs the life of the book.

4. The right hand margin (of the side that is read) cannot be kept even as in ink-print.

5. Pages are numbered in the upper right hand corner on the first line with the Braille, three spaces being left between the text and the number. If, however, it is necessary to leave more than three spaces, keep the number at the end of the line and the extra spaces between it and the last word.

6. If you have been asked to repeat the title on each page, write the title in all capital letters at the top of each page in the center on the same line with the number. If the title should require more than one line, abbreviate it.

7. Indent into the third space for a paragraph.

8. When a word is divided at the end of a line the division must be at the end of a syllable. The hyphen must never be placed at the beginning of a new line.

9. Words of one syllable must never be divided.

10. Punctuation must be on the same line as the word with which it is connected. Do not put the last word of a sentence on one line and the period on the next.

11. In numbering pages of a book do not start each volume with page 1. Number consecutively as though it were to be bound in one volume.

12. Use single spacing, that is, one turn of the roller.

13. Begin each chapter on a new page.

14. A Braille volume may contain from 75 to 125 pages.

15. Write THE END at the end of every completed text—not volume.

16. Copy the copyright as it is in the book that you are transcribing, preceded by the words "With the permission of the publisher." Your local chapter or library will obtain the permission from the author or publisher.

17. Should a book contain a preface numbered in Roman numerals, number the Braille pages as usual and when the story is reached, continue with the numbers and do not return to number one.

18. Marginal or footnotes consisting of a few words may be written immediately after the word or words to which they refer, and should be enclosed in square brackets. (See page 48 for rules governing footnotes.)

19. Besides the Braille title page each completed manuscript must have the title of the manuscript, the author, and the name of the transcriber written in ink on a separate page.

20. It is considered a mistake if a contraction is incorrectly used.

21. It is considered a mistake if a contraction is omitted when it may be used. (Rules governing the use of contractions are on page 61.)

22. Contractions must not be used in foreign words except when anglicised.

23. A quotation, indicated in print by a change of type other than italics, should be enclosed in quotation marks. This is unnecessary in the case of centralised headings printed in heavier type to arrest the attention of readers.

24. For method of writing poetry see page 47.

**REMEMBER THAT IT IS ACCURACY AND NOT SPEED THAT COUNTS**

PICKWICK PAPERS  
BY  
CHARLES DICKENS  
IN TEN VOLUMES  
VOL. III  
TRANSCRIBED INTO  
STANDARD ENGLISH BRAILLE, GRADE II  
BY  
MARY FREEMAN JONES  
CHICAGO CHAPTER  
AMERICAN RED CROSS  
CHICAGO, ILLINOIS  
1934

$\frac{1}{4}$  inch margin here.

PICKWICK PAPERS 17

to a new green shooting coat, plaid neckerchief, and closely-fitted drabs.

Mr. Pickwick's oration upon this occasion, together with the debate thereon, is entered on the Transactions of the Club. Both bear a strong affinity to the discussion of other celebrated bodies; and, as it is always interesting to trace a resemblance between the proceedings of great men, we transfer the entry to these papers.

"Mr. Pickwick observed (says the Secretary), that fame was dear to the heart of every man. Poetic fame was dear to the heart of his friend Snodgrass, the fame of conquest, etc., etc.,

$\frac{1}{4}$  inch margin here.

1½ inch margin here.



# BRAILLE SIGNS

## FOR SLATE WORK ONLY

When using a slate write from **RIGHT TO LEFT** and form the signs as below. They are given here exactly as they are to be made on the slate which is the reverse of the sign as it is read.

### ALPHABET

M	L	K	0	9	8	7	6	5	4	3	2	1
J	I	H	G	F	E	D	C	B	A			
Z	Y	X	W	V	U	T	S	R	Q	P	O	N

### PUNCTUATION

Comma	Period	Colon	Semi-colon	Exclamation	
Question Mark	"Quotation"	'Single Quotation'†	Dash†	Italic*	
Hyphen	[Bracket]†	Asterisk	(Parenthesis)	Apostrophe	

### MISCELLANEOUS

Numeral sign*	Fraction-line	Poetry-line sign*	Capital sign*
Accent sign*	Decimal-point	Letter sign*	Ellipsis

### FOREIGN ACCENTS and DIAERESIS

Ç	É	À	È	Î	Ò	Û	Â	Ê	Î	Ô	Û
È	Ï	Ü	Ä	Ö	Æ	Œ					

A complete list of all the contractions is given on pages 68, 69.

\* A Braille composition sign.

† Treated as one Lower Sign.

# FOR SLATE WORK ONLY

When using a slate write from RIGHT to LEFT and, form the signs as below. They are given here exactly as they are to be made on the slate which is the reverse of the sign as it is read.

SIGN	WORD SIGN	INITIAL CONTRACTIONS*			FINAL CONTRACTIONS†		
	Standing alone	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠
⠠	a						
⠠	but						
⠠	can			cannot			
⠠	do	day			ound		
⠠	every	ever			ance	ence	
⠠	from	father					
⠠	go					ong	
⠠	have	here		had			
⠠							
⠠	just						
⠠	knowledge	know					
⠠	like	lord				ful	
⠠	more	mother		many			
⠠	not	name			sion	tion	ation
⠠		one					
⠠	people	part					
⠠	quite						
⠠	rather	right					
⠠	so	some		spirit	less	ness	
⠠	that	time			ount	ment	
⠠	us	under	upon				
⠠	very						

\* May be used as a word or part word, as a part word they may appear at the beginning, in the middle, or at the end of a word.

† Must not be used as a whole word and must not be used at the beginning of words. May be used at the beginning of a line if the word is divided.



# FOR SLATE WORK ONLY

When using a slate write from RIGHT to LEFT, and form the signs as below. They are given here exactly as they are to be made on the slate which is the reverse of the sign as it is read.

SIGN	WORD SIGN	INITIAL CONTRACTIONS*			FINAL CONTRACTIONS†		
	Standing alone	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠	Preceded by ⠠
⠠	will	work	word	world			
⠠	it						
⠠	you	young				ity	ally
⠠	as						
⠠	and						
⠠	for						
⠠	of						
⠠	the	there	these	their			
⠠	with						
⠠	child	character					
⠠	shall						
⠠	this	through	those				
⠠	which	where	whose				
⠠	out	ought					
⠠	be						
⠠	enough						
⠠	to						
⠠	were						
⠠	his						
⠠	in						
⠠	into						
⠠	was & by						
⠠	still						

\* May be used as a word or part word, as a part word they may appear at the beginning, in the middle or at the end of words.

† Must not be used as a whole word and must not be used at the beginning of words. May be used at the beginning of a line if the word is divided.

# COMPLETE LIST OF CONTRACTIONS ALPHABETICALLY ARRANGED FOR SLATE

**A**

8ABOUT	AB
8ABOVE	ABV
8ACCORDING	AC
8ACROSS	ACR
8AFTER	AF
8AFTERWARD	AFW
8AGAIN	AG
8AGAINST	AG(ST)

2ALLY\*   

8ALMOST	ALM
8ALREADY	ALR
8ALSO	AL
8ALTHOUGH	AL(TH)
8ALTOGETHER	ALT
8ALWAYS	ALW

2ANCE   

8AND   

11AR   

7AS   

2ATION\*   

**B**

3BB	(B)C
19BE	(B)F
8BECAUSE	(B)H
8BEFORE	(B)L
8BEHIND	(B)N
8BELOW	(B)S
8BENEATH	(B)T
8BESIDE	(B)Y
8BETWEEN	
8BEYOND	

10BLE   

8BLIND    BL

8BRAILLE    BRL

7BUT   

4BY   

**C**

7CAN   

8CANNOT   

3CC   

11CH   

8CHARACTER\*   

7CHILD   

8CHILDREN    (CH)N

6COM   

1CON   

8CONCEIVE    (CON)CV

8CONCEIVING    (CON)CVG

8COULD    CD

**D**

8DAY\*   

3DD   

8DECEIVE	DCV
8DECEIVING	DCVG
8DECLARE	DCL
8DECLARING	DCLG

1DIS   

7DO   

**E**

8EA   

11ED   

8EITHER    EI

11EN   

2ENCE\*   

7ENOUGH   

11ER   

8EVER\*   

7EVERY   

**F**

8FATHER\*   

3FF   

8FOR   

7FROM   

2FUL\*   

**G**

3GG   

11GH   

7GO   

8GOOD    GD

8GREAT    GRT

**H**

8HAD   

7HAVE   

8HERE\*   

8HERSELF    H(ER)F

8HIM    HM

8HIMSELF    HMF

7HIS   

**I**

8IMMEDIATE    IMM

8IN   

10ING   

4INTO   

7IT   

8ITS    XS

8ITSELF    XF

2ITY\*   

**J**

7JUST   

**K**

8KNOW\*   

7KNOWLEDGE   

**L**

2LESS   

8LETTER    LR

7LIKE   

8LITTLE    LL

8LORD   

**M**

8MANY   

2MENT   

7MORE   

8MOTHER\*   

8MUCH    M(CH)

8MUST    M(ST)

8MYSELF    MYF

**N**

8NAME\*   

8NECESSARY    NEC

8NEITHER    NEI

2NESS\*   

7NOT   

**O**

8O'CLOCK    O'C

8OF   

8ONE\*   

8ONESELF    (ONE)F

2ONG\*   

11OU   

8OUGHT\*   

2OUND   

8OURSELVES    (OU)RVS

2OUNT   

7OUT   

11OW   

**P**

8PAID    PD

8PART\*   

7PEOPLE   

8PERCEIVE    P(ER)CV

8PERCEIVING    P(ER)CVG

8PERHAPS    P(ER)H

**Q**

8QUICK    QK

7QUITE

# COMPLETE LIST OF CONTRACTIONS—Continued

## FOR SLATE

<p><b>R</b></p> <p>7RATHER</p> <p>8RECEIVE 8RECEIVING 8REJOICE 8REJOICING</p> <p>RCV RCVG RJC RJCG</p> <p>5RIGHT*</p>	<p>7STILL</p> <p>8SUCH</p> <p>S(CH)</p> <p><b>T</b></p> <p>11TH</p>	<p>2TION*</p> <p>4TO</p> <p>8TO-DAY 8TOGETHER 8TO-MORROW 8TO-NIGHT</p> <p>TO-D TGR TO-M TO-N</p>	<p>6WHERE*</p> <p>7WHICH</p> <p>6WHOSE</p>
<p><b>S</b></p> <p>6SAID</p> <p>SD</p> <p>11SH</p> <p>7SHALL</p> <p>8SHOULD</p> <p>(SH)D</p>	<p>7THAT</p> <p>7THIS</p> <p>6THE</p> <p>6THEIR</p> <p>8THEMSELVES</p> <p>(THE)MVS</p>	<p><b>U</b></p> <p>5UNDER*</p> <p>5UPON</p> <p>7US</p>	<p>7WILL</p> <p>6WITH</p> <p>6WORD</p> <p>6WORK*</p>
<p>6SION</p> <p>7SO</p> <p>6SOME*</p> <p>6SPIRIT</p>	<p>6THERE*</p> <p>6THESE</p> <p>6THOSE</p> <p>6THROUGH*</p> <p>6THYSELF</p> <p>(TH)YF</p>	<p><b>V</b></p> <p>7VERY</p> <p><b>W</b></p> <p>†7WAS</p> <p>†7WERE</p>	<p>6WORLD</p> <p>6WOULD</p> <p>WD</p> <p><b>Y</b></p> <p>7YOU†</p> <p>6YOUNG*</p>
<p>11ST</p>	<p>6TIME*</p>	<p>11WH</p>	<p>6YOUR 6YOURSELF 6YOURSELVES</p> <p>YR YRF YRVS</p>

The letters in parentheses are contracted.

1. Contraction may be used only when these letters form the **FIRST SYLLABLE** of the word. The contraction may follow the hyphen in a compound word. May be used at the beginning of a line when the word is divided.

2. May be used only as a **PART WORD**. **MAY NOT BEGIN A WORD** nor be used alone. It may be used at the beginning of a line when the word is divided.

3. Contraction may be used only when it appears **BETWEEN LETTERS OR CONTRACTIONS** of the same word and in the same line. It must never begin nor end a word. Double letter signs should not be used when there is an alternative single cell contraction.

4. Must be **JOINED TO WORD FOLLOWING** or the contraction must not be used. May never be joined to other words by the hyphen to form hyphenated words. May be contracted before the Capital, Numeral and Letter Signs, but not before any other Punctuation or Braille Composition Sign. Whole word only. "Into" is treated as one lower sign.

5. May be used as **WORD OR PART WORD** and may appear in any part of a word when used as a part word.

6. May be used only at the **BEGINNING OF A WORD** or line. It need not be a syllable. Contraction must never be used in contact with the dash or hyphen.

7. **WHOLE WORD ONLY**. Must not be used as a part word. May be used with the hyphen to form a hyphenated word. Apostrophe "s" may be added, but never "s" to form the plural.

8. Must not be used in combination unless original meaning is retained. No addition may be made which would result in wrong spelling.

9. May be used as **WHOLE WORD** or as **FIRST SYLLABLE** of a word, or a syllable at the commencement of a line in a divided word. It may follow the hyphen in a hyphenated word.

10. **MUST NOT BEGIN A WORD**, but may begin a line in the case of divided words.

11. Part word sign which may appear in any part of a word.

\* Not treated as a lower sign.

† Must not be contracted before or after a dash.

‡ May be used with "re" or "ll."

## COMPLETE LIST OF CONTRACTIONS—Continued

The following examples illustrating preferred usage of contractions are given by the British National Uniform Type Committee and the American Committee on Grade II.

Specified Contraction	Used	Not Used
ed	<b>edit</b>	predict
ever	<b>clever</b> <b>several</b>	<b>fever</b> <b>persevere</b>
here	<b>adhere</b> <b>herewith</b>	<b>heretic</b> sphere
ity	<b>fortuity</b>	fruity
of	profit	profile
one	<b>money</b> <b>honest</b> <b>alone</b>	colonel <b>pioneer</b> anemone
some	<b>handsomely</b>	blossomed
time	<b>timed</b>	<b>centimeter</b>
under	<b>undertake</b> <b>thunder</b>	underived
ow	<b>towards</b>	

\* Rule 34 in the rules issued jointly by the British National Uniform Type Committee and the American Committee on Grade II, states that no contractions forming part words should be used when they are likely to lead to obscurity in recognition or pronunciation. The joint committees have given a few definite examples only; these are listed just above. Words marked with an asterisk are words in which a contraction has been used and which some authorities may prefer to have uncontracted. The use of the contraction is not incorrect, it is merely a matter of opinion as to the interpretation of Rule 34 and all authorities do not as yet agree. (Consult the authority under which you work.)

### EXERCISE I

1. Do not do it .
2. I will have more .
3. H e
- m a y not go quite so s o o n .
4. H e
- a d m i t s that h e h a s knowledge.
5. That i s
- not so .
6. Do not t r y it a n y more .
7. I
- will m a k e a will .
8. W i l l i a m will not
- go quite so s o o n .
9. Do have more s a l a d .
- I rather not .
10. You will s o o n go a w a y from



## EXERCISE I—Continued

m e . Do people like S o p h i e ? I rather  
 11. h o p e that A n n will go . You can not do  
 it as w e l l as h e d o e s . I can  
 g e t more c a n s i f you will h e l p m e .  
 15. B o b will not go u p a n y more  
 h i l l s . You m a y go i f you so  
 d e s i r e . M u r i e l can ' t can  
 16. f o o d as r a p i d l y as you can can it .  
 A l i c e P r i d m o r e w a n t s  
 17. more knowledge.

## EXERCISE II

- |         |         |         |          |          |          |          |
|---------|---------|---------|----------|----------|----------|----------|
| 1. No.  | 4. No.  | 7. No.  | 10. No.  | 13. No.  | 16. No.  | 19. Yes. |
| 2. No.  | 5. No.  | 8. No.  | 11. No.  | 14. No.  | 17. No.  | 20. No.  |
| 3. Yes. | 6. Yes. | 9. Yes. | 12. Yes. | 15. Yes. | 18. Yes. | 21. No.  |

## EXERCISE III

1. Young people like mother . You will know m y  
 name . W e work here every day . D i d  
 3. you ever m a k e a will ? Go work o n  
 time . Here it i s right under a  
 6. t r e e . One a t a time . Some time  
 7. w e will go . That one will do . H one y  
 9. 10.



### EXERCISE III—Continued

i s s w e e t . Some day you will have more  
 11. knowledge. Do you know that you will have some more  
 12. work ? Name some people that will work here .  
 13. I do not like one part . I have know n  
 14. you quite some time . H e i s very  
 15. c a n n y . You will like C o l o n e l  
 16. Under w o o d . S o p h i e i s very  
 17. mother l y . Ever e t t i s a very r a p i d  
 18. work m a n . As You Like It .  
 19. 20.

### EXERCISE IV

Words or letters in dark type indicate a contraction. Where two contractions appear together a line divides them.

1. "But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled **here**, **have** consecrated **it** far above our poor power to add or detract. The world **will** little note nor long remember what we say **here**, **but it can never** forget what they did **here**. It is for **us**, the living, **rather**, to be dedicated **here** to the unfinished **work** which they who fought **here have** thus far **so** nobly advanced. It is **rather** for **us** to be **here** dedicated to the great task remaining before **us**—**that from** these honored dead we take increased devotion to **that** cause for which they gave the last full measure of devotion; **that** we **here** highly resolve **that** these dead shall **not have** died in vain; **that** this nation, **under** God, shall **have** a new birth of freedom; and **that** government of the **people**, by the **people**, for the **people**, shall **not** perish **from** the earth."

2. beverage	never	daysman	departure	copyright	clever
namely	blunder	under/work	Onega	sever	hone
day/time	likewise	depart	tone	Mr. Jones	somebody
alone	telephone	adhere	bright	lonely	some/time
partly	sever	Bonaparte	asunder	play-day	none
plunder	trombone	partial*	bone	participle*	several
monetize*	partridge	lackaday	lever	lone/some	partisan
everglade	evermore	dogdays	every-day	knows	prone
undertake	anemone	hereon	reverie	cyclone	impartial*
timely	done	holiday	participate*	Sunday	namesake
Friday	Tuesday	workmanlike	Saturday	underdone	Monday
Beverly	Lord's Day	phonetic	unknown	play-time	drone
sprightly	gramophone	surname	Mr. Malone	Mrs. Wright	colonel
everyone	upright	everybody	fright	money	coronet

## EXERCISE V

mandolin	forum	forgive	atheism	foreknown
Andrew	official	dandy	platform	thesis
candle	fortune	offhand	writhe	Coney Island
then	office	hoof	theory	pathetic
Vandyke	proof	uniform	coffin	handicraft
Rio Grande	landscape	roof	in/form	Ladrone Islands
dandle	candid	andante	fortunate	right-hand
abandon	dandelion	candor	candy	Andes*
profane	random	tiny	sofa	glandule
theme	theology	Matthew	brandy	California
minute	Holland	withhold	candidate	celand/ine*
husband	theft	thee	profess	sinecure
Scand/inavia	unfortunate	bandit	theorem	oft
Cassandra	retinue	foreright	withe	theurgy
scandal	forego	ruminant*	Poland	bandage
band	land/lord	clothes	forfeit	Gandhi
memorandum	sin	hand/some	foreknow	handle
foreign	withy	forename	forty	lathe
hands	intone	handiwork	Ford	synthetic
Finland	tin	wind	pin	dine

## EXERCISE VI

1. T a l k a s s o f t l y a s y o u c a n . I  
will do it for you . Do not forget that I
2. will meet you in O xford . H and m e  
the for k . Some one will I h o p e .
3. With in the w e e k . The for t i s within  
a m i l e . Mother and father s e e m
4. for t u n a t e . Name the day . Under the  
t r e e . Do it for m e will you ? The
5. c and y i s very s w e e t . W e have  
l i n o l e u m in the p a n t r y . Part
6. of the time . The b and i s here for the day .
7. 14. 13.

# EXERCISE VI—Continued

15. The h and l e i s m a d e o f b r a s s .
16. The s a l e i s for the day o n l y .
17. The c a s i n o i s v e r y h a n d y . 18. Do go
- i n . G e t the c o r o n e t i f you can
- do so . 19. You m a y p l a y with and k e e p
- the t o y .

# EXERCISE VII

1. 3 4 , 8 9 , 1 0 0
2. 2 , 3 6 5 , 7 9 8 3. M a y 1 0 ,
- 1 9 1 4 4. A p r i l 2 6 , 1 7 3 5

# EXERCISE VIII

laugh	sinner	toned	partake*	incarnadine	medal
carpet	library	mar/ine	deduce	crowd	lighter
fright	laughter	sigh	salamand/er	heresy	parade
fern	herd	carve	several	right-hand/ed	wand/er/er
grown	harm	profile	reduce	monetary*	reverberate
seed/ed	partner	ever	freedom	germinate	garland
target	right	prisoner	ordin/ary	January	tar
cow/ard	edge	arm	inner	redan	predict
slaughter	plight	weed	err	ver/anda	hero*
arrange	rare	mine	cede	incline	maroon
pine	here	ledge	arc	speed	work/er
party	garage	farce	spare	roar	fighter
redeem	farm	error	clown	blight	howl
vary	Parisian	high	modern	board	owner
towel	pardon	fed	hard	educate	drink
sedate*	arbitrary	February	sled	edit	line
leghorn	lark	owl	queer	hundred	tart
part/erre	pow/er	heretic	light	Lincoln	mand/ar/in
bone	tone	garter	might	daredevil	mediocre*
boned	toner	everyone	viceregal	garner	dromed/ary
pioneer	fever	sphere	tow/ard	persevere	underived

## EXERCISE IX

1. H ar d work i s part of l i f e .

2. H e will ar r i v e here s o o n . The  
c ar i s n ow r ed and not y e l l ow . Do  
it right n ow i f you can . I ow e you some  
c of f e e . For the l o v e of it . Some  
n i gh t B e s s will go with you and s e e  
A l i c e . H ow f ar i s it from the  
p ar k ? You have g r ow n so ! Gh e e  
9. i s a n o i l m a d e from c l ar i f i ed  
b u t t er . The c a the d r a l i s not very  
11. f ar from here . The p l ow i s in the f ar m  
y ar d . H er i t in er ar y i s a very  
13. f in e one . You ar e f ar t o o  
14. m er r y .

## EXERCISE X

1. Yes. But the contraction should not be used if it is likely to lead to obscurity in recognition or pronunciation of the word. A contraction should never overlap the component parts of a compound word.

2. Yes.

3. No.

4. Both contractions may be used.

5. No.

6. One numeral sign is used, but do not leave a space after the commas.



## EXERCISE X—Continued

7. Yes.
8. No.
9. No.
10. Both contractions may be used as words or part words.
11. Words of one syllable must NEVER be divided at the end of a line.
12. (a) Yes.  
(b) No.
13. No.
14. Yes, it being understood that only the first letter is a capital.
15. Yes, if one or the other is in contact with a sign containing dot 1 or dot 4.

## EXERCISE XI

A.	outburst	st/and/ard	grou/chy	wash/out	clothes
	st/out	in which	rename	Chinese	brother
	childhood	shall not	rent	st/and/still	bother
	mishap	outdo	redwood	blouse	gather
	thistle	en/ergy	renerve	clout	northern
	China	tou/ch	out-of-door	childlike	callisthenics
	Reno	ch/owder	st/one/work	Stillman	rather
	throne	church	renew	righteous	thither
	gregarious	shallop	ten	knock-out	ether
	avenue	renounce	than	entertain	with/er
	oner/ous	outgo	outer	then	whither
	cholera	whimper	st/and	further	Lutheran
	st/ow	outsh/out	outright	far/ther	pothier
	outclass	shallow	outlandish	other	bathe
	shallot	shut	postponer	smother	lather
	whatever	ch/in	pou/ch	mother	fatherland
	this	redolent	myst/ery	father	stilly
	tiny	sedulous	shalloon	thither	atheneum
	cathedral	thee	st/encil	Athena	mistune
	Demosthenes	outrageous	Huguenot*	inher/ent	lengthen

- B.
1. You are still a child. Which one do you like?
  2. Do you still work here?
  3. Does he ever have gout?
  4. I shall choose this one.
  5. Blow the whistle some more.
  6. Enough of that for now.
  7. Charles wishes that one, so let it go. That is enough.
  8. Do not cough so hard, it
  - 9.
  - 10.



## EXERCISE XI—Continued

i s very b a d for you . I like  
 11. out - of - the - w a y p l a c e s .

12. Ch ar l o t t e i s so ch i l d i sh and  
 y e t sh e i s not very young . E i gh t  
 13. gh o st s ar e rather a gh a st l y s i gh t a t  
 n i gh t time . W e shall p o st p one the  
 14. d in n er . M r . St i l l w e l l still  
 15. st and s in St . J a m e s St and will  
 w a i t for you .

## EXERCISE XII

1. Two. "Ch" and "st."
2. No. Because contractions should never bridge the component parts of a compound word.
3. Yes.
4. With the letters "r," "e" and the contraction for "name"
5. With the contractions for "under," "st" and "and."
6. With the contraction for "ever," letters "g," "r," "e" and the contraction "en."
7. With the contraction for "wh," letter "i" and contractions for "ch" and "ever." (You will note that the "ich" is written out. The contraction for "which" takes its whole word meaning only when it stands alone.)
8. With the contraction for "right" and letters "l" and "y."
9. "St" is the only contraction in either word. It is absolutely wrong to use the contraction for "just," for the contraction in order to read "just" must stand alone.
10. Yes.
11. No. Dots 1, 5, and 6 mean "which" only when they stand alone and are not used with other letters or contractions. This does not include punctuation which may, of course, be added.
12. The only possible contraction is "ed" and it should not be used as its use would be confusing to the reader.
13. Yes.
14. They follow one another without a space when sense permits. The contractions "and," "for," "of," "the," and "with" should be used as parts of words wherever possible in preference to any other contraction, unless their use entails waste of space.
15. No.
16. The contraction for "st" should be used.

# EXERCISE XIII

1. Be o n time . His people were here for quite  
some time . Was it a n e f for t ? Have  
you enough work ? 3. W e have enough r a in . It  
w a s n ' t like you . Have you s e e n h e r ?  
8. I like h i s t o r y . " Y e s the y  
w e r e — the y c e r t a in l y w e r e . " Do  
be more k in d ! The y were here . The y  
t r u l y w e r e . S e e that w a s p !  
12. H e r b e r t do w a t ch it ! B r ing m e  
a for - g e t - m e - not and not a n a s t e r !

# EXERCISE XIV

1. Were his people here ? The y w e r e . But  
the y have g o n e . Be k in d and you will be  
h a p p y . I will be with m y mother .  
5. It w a s n ' t I . I was in  
y e s t e r d a y . Do be more a l e r t . Was  
h e e v e r here ? H e w a s . S e v e r a  
8.

# EXERCISE XIV—Continued

of m y f r i e n d s w e r e h e r e . I n d e e d t h e y  
 w e r e .

## EXERCISE XV

early	ear/th	caddy	muddle	cease	fodd/er	considerate
learn	belt	pea/ch	bread	scruff	hea/then	inconsiderate
meant	conic	diff/er	doff	disappear	dis/ch/arge	fearsome
diffract	tease	distant	robb/er	dish	giggle	disconcert
lean	dislike	middle	reason	confident	cer/eal*	discontent
address	off	muff	sweat	economy	reagree	mother-of-pearl
cream	bedim	ocean	st/one/work	distinctly	struggle	befogg/ed
been	fodd/er	content	fea/ther	reappear	nodd/er	fleabite
odd	earn	eagle	connect	please	sea-gull	pineapple
odds	add/er	redder	bedeck	toddle	distinct	self-conduct
idea	seal	affect	offhand	dispair	indistinct	egg
ideal	cuff	foregone	occupy	buffet	displease	eggplant
bea/ch	cuffs	puddle	reappear	acclaim	contin/ent	self-distrust
occur	dis/arm	ease	continue	dis/ease	diff/er/ent	self-confident
groggy	ready	be/times	Seattle	benefit	fiddle	underhand
weary	east	lea/st	contraband	riddle	egg-nog	contaminate
deaf	addict	ear/th	dishevel	shudd/er	readdress	Goethe
forego	real	saddle	nugget	accord	contrary	display
muff	behave	yearly	rudd/er	bed/st/ead	bedlam	saddle

## EXERCISE XVI

1. I will wear pearls from the sea in  
 my ears . We are eager for  
 peace . Each and every one accepts .  
 2. He adds very often . Stand off !  
 3. Eggs are now selling quite cheap .  
 4. Do you offer it for sale ? How  
 odd ! You have no oranges !  
 5. Abandonments are . You  
 6. 7. 8. 9. 10.

# EXERCISE XVI—Continued

- ar e very dis t a n t . Do have some more t e a  
 11. and some s c one s . H and m e a  
 12. d i s c . Wh a t a f ea st you have  
 13. p r e p ar ed for us . Can you p a dd l e a  
 14. c a n o e ? I can ' t a f for d a n e w  
 15. m u f f . It i s very w ar m and m u gg y .  
 16. One h ea r s the f o g h o r n  
 17. con st a n t l y in f o gg y w ea the r .  
 18. R i ch ar d dis l i k e s dis h one st people .

# EXERCISE XVII

1. W a ff l e s and m u ff in s ar e very  
 p o p u l ar . A cc en t s were very  
 2. d i ff i c u l t for m e . Do not s a dd en  
 3. m e . D i d I s a y " s a dd e n " ?  
 4. Wh a t i s his name ? M a y b e I  
 5. shall con d u c t you . His a dd r e s s was not  
 6. en ou gh . I dis b e l i e v e every l in e you  
 7.



# EXERCISE XVII—Continued

w r i t e . P l e a s e w e a r s o m e  
 8. c l e a n c u f f s a n d c a r r y a m u f f .  
 9. D o n o t m e d d l e i n m y a f f a i r s .  
 10. D o n o t a c c u s e h e r f o r s h e i s  
 i n n o c e n t .

# EXERCISE XVIII

blen/ch	Dean Inge	comic	commerce	comparison
ingress	bleed	conic	ling/er	con/stable
com/edy	ingrain	comb	isinglass	contingent
blear	bring	ingenue	contingent	ingle
ingrown	ring/ing	coma	liable	sh/ingle
com/edian	bleat	coneflow/er	hinge	tingle
astring/ent*	compete	single	fing/er	distinguish*
bleak	inglorious	lin/ing	part/ing	com/fort
blemish	compass	know/ing	gingham	discomfort
Blenheim	ingen/erate	blending	ging/er	com/fortable
incompatible	incomplete	table	incompetent	uncomfortable
ingere	ingest	sub-committee	committee	twinge
command/ing	com/ing	welcome	dingy	fing/er/ing

# EXERCISE XIX

1. Sh e i s m y c o n s t a n t c o m p a n i o n .  
 2. Wh a t a n o b l e p e r s o n ! E d i t h  
 h a s b l e a c h e d h a i r . D o c o m e a n d  
 g e t a c o n e . S i n g a s i n g l e  
 3. ar i a . J u s t o n e ! I t i s v e r y  
 4. p r o b a b l e t h a t h e w i l l c o n f e s s . T h a t  
 i s q u i t e s u i t a b l e . T h a t f r i n g e i s  
 5. 6. 7. 8.



# EXERCISE XIX—Continued

t o o sh o r t . The b u b ble b u r st .  
 9. B l e st be the t i e that b i n d s .  
 10. W e shall have more st r i n g e n t\* r u l i n g s .  
 11. H e i s v e r y i n g e n i o u s . That g o w n  
 12. i s v e r y b e c o m i n g . This p i e c e o f  
 14. st r i n g w i l l c o m e i n v e r y h a n d y . B r i n g m e  
 15. a c o a t . I w o n d e r w h a t the  
 16. o u t c o m e w i l l b e n o w that h e i s  
 d i s a b l e d . W h a t a h o r r i b l e d a y f o r the  
 17. w e d d i n g ! M a b l e c a b l e s f r o m E n g l a n d t h a t  
 18. s h e h a s f i n i s h e d the m a r b l e t a b l e t a n d  
 h o p e s t h a t y o u w i l l p a y t h e t a r i f f f o r  
 h e r . C o l o n e l C o m s t o c k † i s  
 19. c o m i n g a n d w i l l c o m m a n d the c o m m i t t e e o n  
 c o m m e r c e a n d i n c o m e .

† See Lesson IX.

# EXERCISE XX

1. The s c r e a m s a r e s t i l l c o n t i n u i n g .  
 2. The e c h o i s c o m i n g f r o m the o t h e r s i d e

## EXERCISE XX—Continued

of the l a k e . 3. The w in d c er t a in l y  
b l e w l a st n i gh t . 4. Sh e i s  
b l e ed ing . F in d some one wh o can com for t  
h er . 5. Sh e i s very u n c o m for t a ble  
n ow . 6. E the l i s still con s c i ou s but sh e  
will s o o n be u n c o n s c i ou s . It  
i s very c o l d and b l ea k here . The  
com ed y i s m o st a m u s ing . 7. Will you  
r e c o m m en d some one wh o will  
w i l l ing l y a cc o m m o d a t e m e ?  
10. E s the r , b r ing the b r ow n t a ble  
here . A l e x and er i s com ing for it quite  
e ar l y .

## EXERCISE XXI

1. By h i s l e a v e . Do com e to the  
part y . Go to b e d . I h o p e to b e  
o n time . Do it by a l l m e a n s .  
6. H e h a s j u s t p a s s e d b y .

# EXERCISE XXI—Continued

7. In g r a t i t u d e i s d i f f i c u l t  
to f o r g i v e . B y - p r o d u c t s .
8. By that time I shall be g o n e . Mother
9. h o p e s to c o m e h e r e . P a s s e r - b y .
10. T o - a n d - f r o .
11. N e ' e r - d o - w e l l . E r n e s t c o m e s
12. t o † A m e r i c a v e r y o f t e n . " T o b e
13. o r n o t t o b e . " S h e l i v e s n e a r
14. b y . I w i l l a c c o m p a n y y o u t o t h e
15. t h e a t t r e b y t h e a v e n u e . D o g o b y a l l
16. m e a n s . D o g o b y , d o n o t s t o p .
17. I s h a l l w i l l i t t o y o u o u t r i g h t . B e t h a t a s
18. i t m a y . " B e t h a t a s i t m a y . "
19. H o w m a n y t i m e s w i l l 4 g o i n t o 1 2 ?
20. T h r o w t h a t i n t o d i s c a r d . B y s t a n d e r .
21. L o r d B y r o n . T h e
22. b r i d e - t o - b e i s c o m i n g t o s e e u s .

## EXERCISE XXI—Continued

27. S h ! P l e a s e b e m o r e q u i e t w h e n  
 you f o l l o w m e i n t o " T h e B l u e  
 R o o m " .

† See Lesson X.

## EXERCISE XXII

1. They must always be written close to the word or letter which follows, or the contractions must not be used.
2. No.
3. Yes.
4. No.
5. No.
6. No, it is counted as one Lower Sign.
7. The sign when placed at the beginning of a word represents "dis," and only when placed between other letters or contractions does it mean "dd."
8. To represent the contraction "was" it must stand alone. To represent "by" it must be written close to the word or letter that follows, or if sense forbids it must be written out in full.
9. Yes.
10. Yes.
11. No.
12. No.
13. No.
14. The signs peculiar to Braille, that is the Numeral sign, the Poetry-line sign, the Accent sign, Italic sign, Letter sign and Capital sign are Braille Composition Signs.

## EXERCISE XXIII

1. I a m w i t h y o u i n s p i r i t . M a n y p e o p l e w e r e  
 a b l e t o c o m e h e r e . M a r t h a c a n n o t  
 e n t e r t a i n s o m a n y h e r e . Y o u h a d m a n y  
 m o r e t h a n j u s t t h o s e t w o e g g s . W h o s e  
 n a m e i s t h a t ? M y w o r d ! I f I  
 h a d b u t k n o w n t h a t ! W e h a v e h a d  
 c o n s i d e r a b l e m u g g y a n d f o g g y w e a t h e r .

# EXERCISE XXIII—Continued

8. D o r o th y V e r n o n of H a d d o n  
 H a l l . 9. W e a r e w a l k i n g  
 t o w a r d s t h o s e g a r d e n s . 10. T h e i r w o r d i s  
 e n o u g h . 11. T h e s e a r e t h e o n e s I  
 w a n t , n o t t h o s e . 12. T h o s e s h a d o w s o n  
 t h e h i l l s a r e v e r y l o v e l y i n d e e d .  
 13. W h o s e s w o r d i s t h a t u p o n t h e t a b l e ?  
 14. I a m g o i n g t o 4 t e a - p a r t i e s  
 t h i s w e e k .

# EXERCISE XXIV

1. S h e w o r d e d t h e c a b l e v e r y w e l l . 2. I  
 c a n n o t t h i n k t h a t o f y o u . C h a r l o t t e h a d  
 m a n y m o r e l i k e i t b u t s h e l o s t t h e m . 3.  
 4. E d w a r d h a d m a n y l a d d e r s . 5. Y o u  
 l i v e i n t h e o l d w o r l d a n d I l i v e i n  
 t h e n e w w o r l d . I h a d n ' t s e e n t h a t  
 o n e u n t i l y e s t e r d a y . 6. Y o u  
 7.



# EXERCISE XXIV—Continued

h a v e n ' t s e e n i t h a v e y o u ? E s t h e r  
 i s v e r y w o r l d l y . T h e c r e d i t i s  
 a l l t h e i r s , n o t m i n e . M a n y a r e h e r e  
 f r o m G e r m a n y .

# EXERCISE XXV

1. F r a n c e a n d G e r m a n y a r e c o u n t r i e s  
 i n E u r o p e . C a n c e l l \* t h a t o r d e r .  
 2. U n l e s s y o u c a n c o m e n o w y o u w i l l b e t o o  
 l a t e . S i o n i s a n o t h e r w a y  
 4. o f s p e l l i n g Z i o n . O n e p ' o u n d w i l l  
 b e e n o u g h , e v e n l e s s w i l l d o . C o u n t  
 5. t h a t o n e o u t . T h e y w i l l t a k e  
 7. p o s s e s s i o n o f t h e h o u s e n e x t  
 W e d n e s d a y . T h e w a l l i s q u i t e  
 8. s o u n d - p r o o f . T h o s e m o u n t a i n s a r e  
 9. v e r y h i g h a n d h a r d t o c l i m b . T h e w o r l d  
 10. i s r o u n d . E d w i n d i s l i k e s  
 11.

# EXERCISE XXV—Continued

dance s , so do es F rance s . We  
 12.

have p er m i s sion to go ar ound\* the g r ound s

of the m a n sion . I f you ar e g o ing  
 13.

a n y dis t ance t a k e the under g r ound .

A p en sion i s a p er i o d i c a l  
 14.

a l l ow ance . W ound ed s o l d i er s have a

p en sion . P er s e v er ance i s the a c t  
 15.

o r h a b i t of p er s e v er ing . It i s  
 16.

u s e less to t r y to do it u n t i l you have

f ound the l a dd er . By ch ance I f ound  
 17.

M ar y and Con st ance And r e w s a t

h o m e . M y v er sion i s very  
 18.

d i ff er en t . F in d some th ing to l e s s en  
 19.

the p a in . That g ow n en h ance s h er  
 20.

b ea u t y . Dis c ount that a m ount . The  
 21. 22.

ch ance l l o r\* h a s a l ar g e

in h er i t ance . H ow ar d J one s  
 23.

# EXERCISE XXV—Continued

c ount er m and s the b a l ance of his o r d er .  
 24. Be w ar e of c ount er f e i t m one y !  
 25. B less m y s ou l ! His h i st o r y  
 l e s s o n i s c er t a in l y  
 d i ff i c u l t . 26. The s u cc e s s ion to the  
 th r one g o e s to h i s b r o the r .

## EXERCISE XXVI

compassion	insurance	circumst/ance	fin/ance	continuance
trance	dance	entrance	misch/ance	appearance
fountain	match/less	importance	advance	countess
sound	rencount/er	submission	invasion	mound
occasion	sèance	useless	foundling	pen/ance
bound	priceless	found	Renaissance	ch/ancery*
lessee	round	commission	permission	acc/ount
country	possession	in/st/ance	flound/er	paramount
count/en/ance	glance	omission	count/less	ch/ancel*
appliance	count/er/part	countries	ordin/ance	rever/sion
country-dance	profound	hindrance	enhance	count/erbalance

## EXERCISE XXVII

1. Sh e c a m e here a l ong time a g o .  
 2. H e i s f u l l of h a p p i ness and  
 m er r i ment . 3. Mother i s more h o p e ful ,  
 h ence I cannot com p l a in . 4. Do s ing a  
 s ong for H e l en . I have h ea r d that  
 one many time s . 5. Be c ar e ful not  
 6.

# EXERCISE XXVII—Continued

- to m en tion m y name . It i s a l l  
 7. m en t a l work . Wh a t a d r ea d ful  
 8. e x p er i ence you had ! M y  
 9. mother - t ong u e i s En g l i sh . Wh a t  
 10. c ar e less ness ! The con g o i s a n  
 11. e e l - like a m p h i b i a n . M y  
 12. b u s i ness i s in the c i ty . C l ar ence  
 13. i s very st r ong . Do you f i n d these  
 14. s en t ence s d i ff i c u l t ? Wh a t a n  
 15. a w ful p i ty you ar e w r ong The  
 16. p r ong of the for k i s b en t .  
 17. H ong k ong i s a B r i t i sh  
 18. c r ow n c o l o n y in Ch i n a . You  
 ar e in a p o s i tion to h e l p many people .  
 19. I cannot do m y work I have so many  
 h i n d r ance s . M o st people dis l i k e  
 20. a dd i tion a l work . N o n ch a l ance i s  
 21.



## EXERCISE XXVII—Continued

a    s t    a    t    e    of    m    i n    d    i n    d    i    c    a    t    i n g  
 j    a    u    n    t    y    i n    d    i    f f    e r    e n c e    o    r  
 u    n    c    o    n    c    e r    n    .    22.    A    n    a    n    n    u    i t y    i    s  
 a    n    a    n    n    u    a    l    a    l    l    o w    a n c e    o    r  
 i n    c    o    m    e    .    23.    T h a t    h    o u    s    e    b e    l    o n g    s  
 t o    m    e    .    24.    T h e    p    o    s t    p    o n e    m e n t    i    s    a  
 d i s    a    p    p    o    i n    t    m e n t    t o    m    e    .    25.    M    a    t    t h e    w  
 A r    m    s t    r    o n g    i    s    o n e    o f    B    a r    b    a r    a    '    s  
 a    n    c    e    s t    o    r    s    ,    h    e    w a s    a    f    i    s h    m    o n g    e r    .

## EXERCISE XXVIII

lineament	mentality	en/throne/ment	tenement	atone/ment
pence	fence	section	gar/ment	odd/ness
activity	impression	position	her/editament	odd/ity
throng	imposition	dryness	comeliness	offence
impudence	implement	benediction	hilar/ity	dullness
diligence	her/ed/ity	gravity	len/ity	long/ing
apart/ment	diphth/ong	graveness	irritable/ness	entity
question	shipment	direful	discount/en/ance	fullest
innocence	seniority*	appointment	spongy*	rever/ence
Enceladus	commence/ment	prefer/ence	conscience	stupidity
longitude	levity	dreariness	puffiness	perception
feasible/ness	Longfellow	longevity*	purity	spongiolate*
quantity	fatality	plentiful	par/ch/ment	conven/tion
opportunity	longitude*	condition	animosity	pea/chiness
depart/ment	ch/ar/ity	munition	essence	consequence
confer/ence	sever/ity	function	curiosity	fruity
com/part/ment	unity	identity	nonentity	th/ence

## EXERCISE XXIX

1.    T h e r e    i    s    w h e r e    I    o u g h t    t o    b e    .    2.    T h r o u g h  
 t h e    y e a r    s    .    3.    Y o u    o u g h t    t o    g o    t h e r e    t o    o    .



# EXERCISE XXIX—Continued

4. The foundation of the fountain is really  
 very strong . Where by . Real character  
 5. is priceless . It is useless  
 6. to do it . She will work for the Nation al  
 7. Lib rary . Plea s e t a k e m e  
 8. in to con s i d e r a t i o n f o r I h a v e a n a t i o n a l  
 9. r e p u t a t i o n . There w a s a n  
 10. e x t r e m e l y l a r g e c o n g r e g a t i o n f o r t h e  
 d e d i c a t i o n . O r l a n d o i s o n e o f t h e  
 11. character s i n " A s Y o u L i k e I t . " T h e  
 12. f o r e m a n w i l l s t o p i n o f f a n d o n t h r o u g h o u t  
 t h e d a y . T h e s t a t i o n i s r e a l l y q u i t e  
 13. n e a r b y . H e b o u g h t s o m e r a t i o n s  
 14. a t a n a u c t i o n . I s o u g h t h e r  
 15. f r i e n d s h i p f o r I w a s l o n e s o m e .  
 16. U s e e v e r y p o s s i b l e p r e c a u t i o n  
 t o a v o i d a c c i d e n t s . T h e y  
 17.

## EXERCISE XXIX—Continued

u s u ally be g in a c tion e ar l i er th a n  
 this . The Young W o m e n ' s  
 18. Ch r i s t i a n A s s o c i a t i o n . The  
 In f o r m a t i o n B u r e a u i s t o t h e r i g h t .  
 20. H o w a r d w a n t s y o u t o r e a d t h e  
 “ D e c l a r a t i o n o f I n d e p e n d e n c e . ”

## EXERCISE XXX

totally	anticipation	con/stellation	partition*
coordin/ation	visitation	punctuation	right/ful
there/upon	there/for	th/ought/ful/ness	characterization
vacc/in/ation	thereby	commendation	annually
ration/ally	there/withal	whereas	wh/er/ever
vocally	thereunto	where/in	where/into
recreation	fatally	where/of	nation/ally
palpitation	conglomer/ation	wheresoever	therefrom
habitation	meditation	exagg/er/ation	there/in
demonstration	gratuity	compensation	there/into
combin/ation	rever/ence	apologetically	theretofore
gen/er/ation	community	mugginess	sought
profanation	reconciliation	tally	conciliatory
reaction	accommodation	gathered	rally
foreth/ought	ethereal*	whereby	donation
appellation	bought	sedition	dissipation
personally	sediment	brought	wrought
vacation	recreate*	fascin/ation	dilly-dally
mentally	th/ought	fought	sally

## EXERCISE XXXI

1. O h ! — C o m e i n . 2. — “ There  
 h e i s ! ” It w a s d i f f i c u l t — i t  
 3. r e a l l y w a s . E n g l a n d i s a  
 4. m a r i t i m e n a t i o n . B u y s o m e m o r e  
 5.

# EXERCISE XXXI—Continued

l in e n . You can b u y i c o n s in  
 6. R u s s i a . N ever the less w e shall  
 7. s ever the r e l ation sh i p . There I was  
 8. a l one . “ To c o n n e c t ” . It was  
 9. there not so many day s a g o . W e  
 10. f in ally r ea ch ed the st ation o n time .  
 11. To a l l y i s to u n i t e . H e  
 12. f ound his f ount a in p en . The con v er s ation  
 13. com m ence d b r i l l i a n t l y but s o o n  
 14. was d r ea r i ness p er s o n i f i ed . Do  
 15. you know wh a t p a g in ation m ea n s ? H e  
 16. i s g o ing in to part n er sh i p with a f r i en d  
 17. of m in e . H e r e m a in ed in  
 W a sh ing t o n throug h ou t the en t i r e  
 a d m in i st r ation .

## EXERCISE XXXII

1. No.
2. No.
3. Yes, if they are all punctuation or composition signs.
4. Yes, if they stand for separate words written with a space between.
5. Yes. “Into” is treated as one Lower Sign.

## EXERCISE XXXII—Continued

6. Yes.
7. Yes.
8. No, but it must never begin a word nor be used alone.
9. Because they are formed by means of one of three signs placed before the final letter of the word or syllable contracted.
10. No.
11. Yes.
12. Because they are formed by means of one of three signs placed before the initial letter of the word or syllable contracted.

## EXERCISE XXXIII

She **herself** has **already** made **Braille** books for the **blind**. She **said** she **would** help me **to-morrow** but that will be too late, I rather it **would** be **to-day**. **Perhaps** you will be **good** enough to influence her. Mr. **Goodhue** just **received your letter** saying that **your** sister is coming **to-night**, that, **according** to my way of thinking, is certainly **good** news, **although** I do wish she **could** come this **afternoon**. At eight **o'clock to-night** they **also** plan to do some **necessary** business **before** they go away. They will do it all **themselves**. Do be **quick** if you care to help **either** of us, I **already** have started to help **him**, **between** the two of us we **should** finish it by **to-morrow**, but it will be a **great** help if you **would** assist us **almost immediately**. Every little bit means **much** to **him** **because** he is in **such** a **great** hurry. **Almost** every day I **receive** letters from **across** the sea, **receiving** them is **such** a **great** pleasure and I do wish we **could** all be **together again** **although** I suppose it will be many years **before** we **again** meet, but **perhaps** not, **after** all. If only we **could** see the **children** **before** they grow up, they change so **between** visits, it is **almost beyond** belief.

You **yourself** **should** do all you can for the **good** of the **great** and noble cause. I **always** **said** to **myself** that you **would**. She cannot **conceive** of you ever **deceiving** anyone, **neither** you nor **your** sister are the **deceiving** kind. I have **already** **paid** for this, you **yourselves** **should** know that it is far **below** cost. **After** all that has happened it will not be **necessary** for **him** to **declare** **himself** a candidate. **Declaring** it **would** be most **unnecessary**. Don't you **yourself** think so?

**Above** all **always** look **beneath** the surface. You **must** train **yourself**. **Neither** you nor I do it. We shall **rejoice** when we learn how. **Perhaps** you will not agree with me. Do not be **against** it. **Wouldn't** she **receive** the message more **quickly** if you sent a cable? **Prepaid** of course.

## EXERCISE XXXIV

1. Would you be good enough to come to-day and not to-morrow?
2. Know thyself.
3. The chances
- are always against you.
4. I'm a little behind time.
5. He needs immediate attention for he is already unconscious.
6. The Nation



# EXERCISE XXXIV—Continued

In st i t u t e for the Blind i s in Great

P o r t l and St r e e t . Always be

h one st and you will be more th a n r e paid .

8. This i s good enough for every-day w ea r .

9. H e h a s already g one b y

u n n o t i c ed . Neither you n o r I will

be there to m e e t M ar g ar e t . I

would n ' t do that i f I were you . Do you

perceive it n ow ? 13. Beside s m e e t ing him

t o - day I f ound him s i t t ing beside the

r i v er . Little by little h e i s l ea r n ing

Braille , much more p r a c t i c e will be

necessary before h e will be a good

t r a n s c r i b er . G i v e the n e w

e x er c i s e to him . There after sh e was

good ness p er s o n i f i ed . I could n ' t

be l i e v e it ! Sh e s en t a day - letter



# EXERCISE XXXIV—Continued

and one c a ble , altogether sh e ow e s t en  
 d o l l ar s . 17. It would be n i c e i f  
 the y were to c a t ch and p u n i sh the would - be  
 a s s a s s i n .

## EXERCISE XXXV

1. No.
2. No.
3. The contraction for "to", "into" and "by" may never be joined to other words by the hyphen to form compound words.
4. No.
5. Yes.
6. No.
7. Yes.
8. Yes.
9. No.
10. Yes.

## EXERCISE XXXVI

1. D r . And r e w s will com e this  
 P . M . H e h a s n ' t b e e n here  
 s i n c e l a s t J a n . L e s s o n s  
 X I and X I V ar e m o s t u s e f u l  
 to those wh o w i sh to l ea r n Braille .  
 3. M r . Ch ar l e s H . St and i sh i s  
 a very good t ea ch er so i s T . B .  
 E v a n s . 1½ and 1½  
 4.

# EXERCISE XXXVI—Continued

m a k e 3 . \$500.50 There  
 i s a n a p o the c ar y n ea r 4 5 th St .  
 In the s p r ing of ' 9 7 . Sh e  
 w o r e a V n e c k g ow n .  
 L u k e XII 1 0 - 1 4  
 A c t II S c . IV .

# EXERCISE XXXVII

1. No, because it would lead to obscurity in pronunciation.
2. Capital sign or Double Capital sign if there is more than one letter.
3. The Hyphen.
4. The Letter sign.
5. The Letter sign.
6. The Capital sign, letter "s", and dots 2, 5, and 6.

# EXERCISE XXXVIII

1. A h , M o o n of m y D e l i gh t  
 wh o know ' st n o w a n e ,  
 The M o o n of H ea v ' n i s  
 r i s ing o n ' c e again :  
 H ow of t here after r i s ing shall sh e  
 l o o k  
 Through this s a m e G ar d en after  
 m e — in v a in !

# EXERCISE XXXVIII—Continued

2. “ A th ing of b ea u t y i s a j o y  
 for ever Its l o v e l i ness  
 in c r ea s e s ; it will n ever P a s s  
 in to n o th ing ness ; but will k e e p A  
 b ow er for us and a s l e e p F u l l of  
 s w e e t d r ea m s , and h ea l th and  
 q u i e t b r ea th ing . ”

3. Sh e p i c k ed u p the b o o k and r ea d  
 the f o l l ow ing q u o t a t i o n :  
 “ F r e sh m o r n ing g u s t s have  
 b l ow n a w a y a l l f ea r From m y  
 g l a d b o s o m , ——— n ow from  
 g l o o m i ness I m ount for ever ——— not  
 a n a t o m l e s s Th a n the p r ou d  
 l a u r e l shall con t en t m y b i er . ”

Sh e st o p p ed for a m o m e n t the n con t in u ed  
 l a t er .

## EXERCISE XXXVIII—Continued

4.

### THE DAFFODILS

I wand/er/ed lonely as a cloud  
That floats on high o'er vales and hills  
Wh/en all at once I saw a crowd,  
A host of golden daffodils,  
Beside the lake, beside the trees,  
Flutter/ing and dancing in the breeze.

Continuous as the st/ars that sh/ine  
And twinkle on the milky way,  
They stretch/ed in never-ending line  
Along the margin of a bay;  
Ten th/ousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Outdid the sparkling waves in glee;—  
A poet could not but be gay,  
In such a jocund company;  
I gazed, and gazed, but little th/ought  
What wealth that sh/ow to me had brought.

For oft wh/en on my cou/ch I lie,  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

## EXERCISE XXXIX

1.

Come,† seeling night,  
Scarf up the tender eye of pitiful day;  
And with thy bloody and invisible hand  
Cancel and tear to pieces that great bond  
Which keeps me pale. Light thickens; and the crow  
Makes wing to the wood;  
Good th/ings of day begin to droop and drowse;  
Whiles night's black agents to their preys do rouse,  
Th/ou marvell'st at my words: but hold thee still:  
Th/ings had begun make strong themselves by ill.  
So, prithee, go with me.

2.

Macbeth. Wh/ence is that knocking?  
How is't with me, wh/en every noise appals me?  
What hands are here? ha! they pluck out mine eyes!  
Will all great Neptune's ocean wash this blood  
Clean from my hand? No; this my hand will rather  
The multitudin/ous seas incarnadine,  
Making the green one red.

## EXERCISE XL

1.    d       é       b       u       t  
      ••    ••    ••    ••    ••  
      ••    ••    ••    ••    ••

3.    m       ê       l       é       e  
      ••    ••    ••    ••    ••  
      ••    ••    ••    ••    ••

2.    dis    t    in    g    u       é  
      ••    ••    ••    ••    ••    ••  
      ••    ••    ••    ••    ••    ••

4.       e    n    j    o    u       é  
      ••    ••    ••    ••    ••    ••  
      ••    ••    ••    ••    ••    ••

† See page 28.

# EXERCISE XL—Continued

5. in g é n u e f i a n c é e
6. s ' Ê n a m o u r e r ü b e r
7. v i s - à - v i s b â t o n n i e r
8. " D é b â c l e r "
9. j a r d i n è r e yours m u s t y
10. must n ' t yourself g r e a t - g r a n d - c h i l d r e n
11. besides b e l o v e d s h o u l d n ' t
12. " M r . P i c k w i c k o b s e r v e d
- ( s a y s t h e S e c r e t a r y ) t h a t f a m e
- was d e a r t o t h e h e a r t o f e v e r y m a n .
- P o e t i c f a m e w a s d e a r t o t h e h e a r t
- o f h i s f r i e n d S n o d g r a s s , t h e
- f a m e o f c o n q u e s t w a s e q u a l l y d e a r
- t o h i s f r i e n d T u p m a n ; a n d t h e
- d e s i r e o f e a r n i n g f a m e , i n t h e
- s p o r t s o f t h e f i e l d , t h e a i r , a n d t h e
- w a t e r , w a s u p p e r m o s t i n t h e b r e a s t o f



# EXERCISE XL—Continued

his f r i e n d W i n k l e . H e ( M r .  
P i c k w i c k ) w o u l d n o t d e n y t h a t h e  
w a s i n f l u e n c e d b y h u m a n p a s s i o n s ,  
a n d h u m a n f e e l i n g s , ( c h e e r s ) —  
p o s s i b l y b y h u m a n  
w e a k n e s s e s — ( l o u d c r i e s o f  
' N o ' ) ; b u t t h i s h e w o u l d s a y , t h a t  
i f e v e r t h e f i r s t o f  
s e l f - i m p o r t a n c e b r o k e o u t i n h i s  
b o s o m t h e d e s i r e t o b e n e f i t t h e  
h u m a n r a c e i n p r e f e r e n c e  
e f f e c t u a l l y q u e n c h e d i t . "

22. [ " U p o n m o t i o n t h e m e e t i n g  
t h e r e u p o n a d j o u r n e d , t o r e c o n v e n e  
a t t h e s a m e p l a c e o n t h e 2 1 s t  
d a y o f J u n e , 1 9 0 4 , a t  
4 : 3 0 P . M . " ]

## EXERCISE XL—Continued

23.

R E ED S .

( " The y p u t . . . a r e ed in His

right h and . " — M a t the w , X X V I I ,

2 9 . )

## EXERCISE XLI

1. The contraction for "was" must stand alone, the contraction when used to mean "by" must be joined to the word following.
2. The contraction for "ed" must be used, there is no choice. The contraction for "be" may be used as a part word only when it forms the first syllable.
3. The contraction for "tion" must be used. The contraction for "ment" being a final contraction must never begin a word.
4. No. The contraction for "ness" is a final contraction and must never be used as a whole word.
5. One.
6. The preference is given to the contraction "ble." The rule is never use a double letter sign if there is an alternative single cell contraction.
7. The preference is given to the "ea" contraction.
8. The accent sign precedes the letter that bears the accent.
9. No.
10. No.
11. "Children" is an abbreviated word and written (ch)n.
12. Two. Child and like.
13. "Rather" is expressed by the letter "r" standing alone.
14. No. The contraction for "were" must not be used with other letters.
15. Yes.
16. No. "Com" may be used at the beginning of a word without forming the entire syllable but "con" must form the first syllable of a word if the contraction is to be used.
17. Decimal sign.
18. Letter sign, Capital sign and letter "t."
19. Yes.
20. (a) "Con," "cc," and the colon.  
(b) The sign when it means "con" must form the first syllable of the word, as "cc" it must be used only between other letters and contractions and as the colon it is used at the end of the word.
21. (a) Because "be" must not be used as a part word unless it forms the first syllable.
22. (a) They represent the contractions for "to," "ff" and the exclamation point.  
(b) In order to represent "to" the word following must join it. As "ff" it must stand between other letters or contractions and as the exclamation it is used at the end of the word.
23. (a) They represent the opening of the bracket, the contraction for "gg" and the close of the bracket.  
(b) The opening of the bracket is used at the beginning, the contraction for "gg" must stand between other letters or contractions, and the close of the bracket is at the end.
24. (a) The contraction for "be," the contraction for "bb" and the semicolon.  
(b) The sign when it represents "be" must stand alone or be used as the first syllable of a word, when it represents "bb" it must stand between other letters or contractions and when at the end of a word it represents the semicolon.
25. (a) They represent the contraction for "by," "was," and the closing of the quotation.  
(b) If written close to a word the sign represents "by" (the contraction for "by" must be written close to the word that follows or the contraction may not be used) and at the end of a word it represents the close of the quotation. When alone it means "was."

## EXERCISE XLI—Continued

26. The contraction for "dis," the contraction for "dd" and the period.
27. No.
28. No.
29. Yes.
30. No, they are not used if there is an alternative one cell contraction.
31. Yes.
32. Yes.
33. (a) No.  
(b) No.  
(c) No.
34. (a) Yes.  
(b) Yes.
35. No.
36. The letter "d." To add the contraction "ed" would result in wrong spelling.
37. No.
38. Because the contraction "com" must not be in contact with the hyphen or dash.
39. The contraction "ble" must never be used at the beginning of a word.
40. The contraction "ing" must never be used at the beginning of a word.
41. Contractions should never overlap the component parts of a compound word.
42. "Con" is used at the beginning of a word, but it must form a complete syllable or the contraction must not be used.
43. Because it would bring two lower signs together without either one being in contact with a sign containing an upper dot.
44. Because three lower signs must not join each other unless all are punctuation or composition signs.
45. Because "be" is contracted only when it forms the first syllable of a word or when it stands alone.
46. The contraction "ed" may appear as a part word contraction in any part of a word, however, to use it here might be confusing to the reader and lead to obscurity in recognition of the word.
47. Yes. The word is divided thresh-old. Its use is correct and would cause no confusion.
48. The contraction for "be," "con," "dis" may follow the hyphen in a compound word. "Com" must never be used in contact with the hyphen or dash. (Note the formation of "com" and you will know why.)
49. The contraction "ment" is a Final Contraction and must never be used at the beginning of a word.
50. Because its use would be likely to lead to obscurity in recognition or pronunciation of the word.

## EXERCISE XLII

1.      The    m   a   î   t   r   e   d   '   h   ô   t   e   l   will

ar   r   a   n   g   e   a   good   d   in   n   er   for   \$   5   .   7   5

e   a   ch   .   M   r   .   B   .   F   .

C   o   m   st   o   c   k†   t   o   l   d   us   about   him   and   said

that   i   f   w   e   would   go   to   him   w   e   would   be

† See page 28.

# EXERCISE XLII—Continued

d e l i g h t e d    with the    s e r v i c e .    By    6  
 o'clock    4    d o z e n    r o s e s    should    a r r i v e  
 from the    f l o r i s t    and the    3 lbs.    of    c a n d y    and  
 5 qts.    of    i c e    c r e a m    will    a r r i v e  
 l a t e r .    W h e n    the y    c o m e    will    you    p l e a s e  
 t a k e    c a r e    of    and    a r r a n g e    the m .  
 W e    shall    n e e d    some    r i b b o n    for  
 d e c o r a t i n g ,    so    b u y    about  
 10½ yds,    not more th a n  
 2¾ ins.    w i d e .    The    part y    will    be    in  
 a    p r i v a t e    r o o m    m a r k e d    D ,  
 e v e n    t h o u g h    you    f o r g e t    the    letter    you    will    f i n d  
 it    w i t h o u t    d i f f i c u l t y .    The    r o o m  
 i s    20 ft.    by 10 ft.    which    i s    l a r g e  
 enough for the    f e w    g u e s t s .  
 R .    S .    V .    P .    was    w r i t t e n    o n  
 the    i n v i t a t i o n s    but    there    i s    still    one    w h o



# EXERCISE XLII—Continued

h a s not a n s w e r e d . Perhaps s h e w i l l  
t e l e p h o n e t h i s a f t e r n o o n . W e s h a l l b e  
i l l - a t - e a s e u n t i l w e h a v e  
h e a r d f r o m h e r . W e u n d o u b t e d l y h a v e  
e n o u g h o f e v e r y t h i n g — e n o u g h ! D o n o t o r d e r  
a n o t h e r t h i n g . R e w r i t e t h a t  
p l a c e c a r d a n d a d d a “ k ” t o  
“ F r e d e r i c ” . T h i s h o t e l w a s  
b u i l t i n t h e w i n t e r o f  
1 9 2 7 - 1 9 2 8 . I t s h o u l d b e a n  
A 1 a f f a i r , d o n o t b e l i t t l e i t i f  
i t s h o u l d n o t b e . W e w i l l n e e d  
1 l b . 3 o z . m o r e c a n d y .  
L I F E O F  
2 . S H A K E S P E A R E — B i r t h a n d  
P a r e n t a g e — T h e p l a y o f T h e



# EXERCISE XLII—Continued

L i f e of K i n g H e n r y V was

w r i t t e n b y † W i l l i a m

S h a k e s p e a r e , w h o w a s b o r n a t

S t r a t f o r d - o n - A v o n ,

W a r w i c k s h i r e , o n t h e 2 2 n d

o f 2 3 r d o f A p r i l , 1 5 6 4 .

3. “ You w i l l b e i n t e r e s t e d t o h e a r o f a n

e x t r a o r d i n a r i l y e x p e r t B r a i l l e

r e a d e r w h o m I m e t a l l e w h i l e

a g o . H e i s t h e R e v . W .

E . L l o y d , w h o w o r k s i n a

p a r i s h i n t h e W e s t - e n d o f

L o n d o n . H e d i n e d w i t h t h e b l i n d e d

o f f i c e r s a t P o r t l a n d P l a c e

t h e o t h e r d a y , a n d a f t e r d i n e r I

a s k e d h i m w h e t h e r h e r e a d B r a i l l e

f a s t . H e s a i d : ‘ I f o u n d o u t r a t h e r

† See page 30.

# EXERCISE XLII—Continued

a n o d d th ing about m y Braille r ea d ing  
 the o the r day . Have you a Braille b o o k  
 and a h and k er ch i e f ? ' B o th were  
 p r o d u c ed , the Braille b o o k b e ing  
 M ar k T w a in ' s  
 ' H u c k l e b er r y F in n , ' which  
 i s w r i t t en in v ar i ou s  
 A m er i c a n d i a l e c t s , and ,  
 con s e q u en t l y , d o e s not a f for d  
 by a n y m ea n s s i m p l e r ea d ing with the  
 f ing er s . M r . L l o y d o p en ed the  
 b o o k a t r and om , f ound a f u l l  
 st o p , and r ea d a f e w s en t ence s as  
 quick l y as his t ong u e could go , and it was  
 e v i d en t that his f ing er s were w e l l  
 a h ea d of his t ong u e . H e the n  
 a s k ed for one th i c k ness of

# EXERCISE XLII—Continued

h and k er ch i e f to b e p l a c e d o v e r the  
p a g e . Through this h e r e a d j u s t a s { f a s t  
as before . T w o th i c k n e s s e s d i d n o t  
d i m i n i s h h i s s p e e d i n the l e a s t . W h e n  
th r e e th i c k n e s s e s w e r e o v e r the d o t s  
h i s r a t e o f r e a d i n g s l a c k e n e d  
s l i g h t l y , a n d w h e n h e a t t e m p t e d  
the s e e m i n g l y i m p o s s i b l e f e a t o f  
r e a d i n g t h r o u g h f o u r th i c k n e s s e s h e s t i l l  
r e a d f a s t e r th a n the a v e r a g e  
c l e r g y m a n r e a d s the l e s s o n s i n  
ch u r c h . The h and k er ch i e f w a s n o t a  
s m o o t h , w e l l - i r o n e d o n e , b u t a  
c r u m p l e d o n e p r o d u c e d b y o n e o f the  
o f f i c e r s f r o m h i s p o c k e t , a n d the  
p a s s a g e s r e a d w e r e i n a l l c a s e s  
q u i t e d i s c o n n e c t e d . "

# EXERCISE XLII—Continued

4.

H A M L E T

A C T V S c e n e I I

H a m l e t . A s t h o u ' r t a m a n

G i v e m e t h e c u p : l e t g o ; b y

H e a v e n I ' l l h a v e i t . ———

O g o o d H o r a t i o , w h a t a w o u n d e d

n a m e ,

T h i n g s s t a n d i n g t h u s u n k n o w n , s h a l l l i v e

b e h i n d m e !

I f t h o u d i d s t e v e r h o l d m e i n

t h y h e a r t ,

A b s e n t t h e e f r o m f e l i c i t y

a w h i l e ,

A n d i n t h i s h a r s h w o r l d d r a w t h y b r e a t h

i n p a i n

T o t e l l m y s t o r y . [ M a r c h

a f a r o f f , a n d s h o t w i t h i n . ]



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