YOU CAN LEARN TO READ BRAILLE

MADELEINE SEYMOUR LOOMIS
YOU CAN LEARN TO READ BRAILLE

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

MADELEINE SEYMOUR LOOMIS
Instructor, Department of the Education of the Exceptional
Teachers College, Columbia University

BRAILLE READER
TO ACCOMPANY INK-PRINT MANUAL

Embossed in Two Volumes

HARPER & BROTHERS PUBLISHERS
New York and London
These volumes are published on a non-profit basis, through the cooperation of the author, the publishers, and people interested in the welfare of the blind.
By the Same Author

BRAILLE GRADE ONE AND A HALF
AND HOW TO LEARN IT
IN TEN LESSONS
(Ink-print)

STANDARD ENGLISH BRAILLE
IN TWENTY LESSONS
(Brailler and Ink-print Editions)

SEQUENCE AND SYLLABICATION
(Ink-print)

THE BRAILLE REFERENCE BOOK
The Braille plates for the two volumes of
YOU CAN LEARN TO READ BRAILLE
have been made available through the courtesy of
THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND
New York
Grateful acknowledgement is made to the many authors and publishers whose works are represented in this book. Acknowledgement is made to The Reader's Digest, Inc.—from whose magazine all selections were chosen—and to whom the author is deeply indebted for co-operation and interest. Grateful acknowledgement is also made to The American Mercury for permission to use THE CALENDAR IS OUT OF DATE and to The Commentator for permission to use THESE MEN MAKE OUR WORLD; both articles are reprinted as they appeared condensed in The Reader's Digest. The author is also indebted to Mr. Alexander Woollcott for permission to use ONLY TWENTY-FIVE YEARS AGO.
CONTENTS

Page

Introduction ........................................................................................................... ix
Use of the Hands in Reading.............................................................................. xiii
Directions for Reader-Instructors................................................................... xiv

Chapter I:
Letters of the Alphabet—Drill in Reading Individual Letters—Drill in Reading Words Containing Two Letters—Drill Containing Words of Three Letters—Drill Containing Words of Four Letters—Drill Containing Words of Five Letters...................... 1

Chapter II:
Capital Sign—Comma—Semicolon—Colon—Period—Exclamation Mark—Parenthesis —Question Mark—Quotation Marks—Apostrophe—Hyphen—Numeral Sign—Exercises ......................................................................................................................... 17

Chapter III:
Contractions Represented by the Letters of the Alphabet—Exercises Containing New Contractions .............................................................................................................. 22

Chapter IV:
Contractions and, for, of, the, with, and in—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions........ 26

Chapter V:
Contractions ar, er, ed, gh, ow, and ing—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions.............. 29

Chapter VI:
Contractions ch, child, st, still, sh, shall, th, this, wh, which, ou, out, en, enough—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions................................................................. 33

Chapter VII:
Chapter VIII:
Contractions day, ever, father, here, know, lord, mother, name, one, part, right, some, time, under, work, and young—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions

Chapter IX:
Contractions there, where, character, through, and ought—Exercises in Reading Sentences Containing New Contractions

Chapter X:
Contractions upon, word, these, those, and whose—Exercises in Reading Sentences Containing New Contractions—Contractions cannot, had, many, spirit, world, and their—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions

Chapter XI:
Contractions oun and ance—Exercises in Reading Words Containing New Contractions—Contractions sion, less, and oun—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions

Chapter XII:
Contractions bb, cc, dd—Exercises in Reading Words Containing New Contractions—Contractions ff, and gg—Exercises in Reading Words Containing New Contractions—Contraction ea—Exercises in Reading Words Containing New Contraction—Exercises in Reading Sentences Containing New Contractions—Exercise in Reading Excerpts from Publications

Chapter XIII:
Contractions be, con, and dis—Exercises in Reading Words Containing New Contractions—Exercises in Reading Sentences Containing New Contractions

Chapter XIV:
Contractions was, were, and his—Exercises in Reading Sentences Containing New Contractions—Exercises in Reading Excerpts from Publications

Chapter XV:
Contractions to, into, and by—Exercises in Reading Sentences Containing New Contractions—Exercises in Reading Excerpts from Publications
Chapter XVI:
Contraction com—Exercises in Reading Words and Sentences Containing New Contraction—Contraction ble—Exercises in Reading Words and Sentences Containing New Contractions—Exercises in Reading Excerpts from Publications........................................... 77

Chapter XVII:
Contractions ence, ong, and ful—Exercises in Reading Words Containing New Contractions—Exercises in Reading Excerpts from Publications—Contractions tion, ness, ment, and ity—Exercises in Reading Words Containing New Contractions—Exercises in Reading Excerpts from Publications........................................... 81

Chapter XVIII:
Contractions ation and ally—Exercises in Reading Words and Sentences Containing New Contractions—Exercises in Reading Excerpts from Publications........................................... 87

Chapter XIX:
Abbreviated Words—Exercises in Reading the New Words — Exercises in Reading Sentences Containing the New Words—Exercises in Reading Excerpts from Publications........................................... 90

Chapter XX:
Exercises in Reading Excerpts from Publications .......................................................... 100

Chapter XXI:
Introduction of Single Spacing between Braille Lines — Exercises in Reading Single Words (containing all contractions) with Regulation Spacing of Lines — Exercises of Words Composed of Two Signs—Three Signs—Four Signs—Five Signs—Six Signs—Exercises in Reading Short Sentences with Single Spacing between Lines—Exercises in Reading Sentences with Gradual Lengthening of Lines—Exercises in Reading Excerpts from Publications Beginning with Short Lines and Gradual Lengthening of the Lines .......................................................... 115

Chapter XXII:
Two Articles Written Exactly as They Would Be Written in Braille Books for Adults:
“The Calendar Is Out of Date”..........................Anthony M. Turano........................................... 139
“These Men Make Our World”..................Merle Thorpe .................................................. 149

List of Leading Braille Libraries.......................................................... 156

List of Leading Braille Magazines.......................................................... 158
INTRODUCTION

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

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

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

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

* A list of the outstanding magazines is given on page 158.
the fingers and enable the reader to pass over the words more quickly. When fingers pass over the words written in a smaller space and in a shorter time, the reader is given a more complete thought. Slow reading tends to lessen the continuity of thought—hence the inability to derive any pleasure from reading. Since most beginners and slow readers lose the trend of thought when confronted with long sentences, anything—within reason—which increases the speed tends to make reading more pleasurable. The additional contractions are of distinct advantage to the reader because many blind people who claim they cannot “read” Braille are familiar with the various signs but fail in their ability to recognize a large number of them quickly enough to carry the thought conveyed in a sentence. In Grade II there are fewer signs for the fingers to feel and the man’s chances of failing in his ability to “read” are greatly lessened. Those who already know Grade One and a Half Braille and wish to learn Standard English Braille Grade II should begin with Chapter VI. Both systems employ the sixty-three combinations made possible by the Braille cell of six dots.

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

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

The words in the various exercises and sentences are written as they are always written in Grade II under the same conditions, for no word is used that contains a group of letters that future lessons will show is a contraction. The learning of additional contractions does not affect the writing of the words in the preceding chapters. All exercises conform to the official rules of Standard English Braille Grade II and are not personal decisions of the writer. Words in which it has been decided to omit the use of certain contractions which might be confusing to the reader represent the decisions of the American Braille Commission and are decisions that have been adopted by the Project, Books for the Adult Blind.
The value of learning to read Braille should not be overlooked nor underestimated; this point is best expressed by the late Sir Arthur Pearson*—himself blind—who wrote:

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

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

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

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

*Victory over Blindness, Doubleday Doran & Co., 1919.
**The Macmillan Company, 1934.
The average reader generally rests all fingers on the Braille giving the impression that the reading is being done with all the fingers.
USE OF THE HANDS IN READING

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

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

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

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

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

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

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

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

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

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

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

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

The Braille system is based on a cell formation of six dots, three high and two wide as follows: 

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

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

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

<table>
<thead>
<tr>
<th>3.</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(dot 1)</td>
<td>(dots 1-2)</td>
<td>(dots 1-4)</td>
<td>(dots 1-4-5)</td>
<td>(dots 1-3)</td>
<td>(dots 1-2-4)</td>
<td>(dots 1-2-4-5)</td>
<td>(dots 1-2-5)</td>
<td>(dots 2-4)</td>
<td>(dots 2-4-5)</td>
</tr>
</tbody>
</table>

| 4. | e | b | j | c | f | i | d | a | g | h |
| 5. | f | d | a | g | e | j | b | i | c | h |
| 6. | c | g | e | i | d | f | h | j | a | b |
| 7. | b | c | f | g | j | a | i | d | e | h |
| 8. | a | b | c | a | c | d | b | c | e | d |
| 9. | c | d | e | d | e | f | e | f | g | f |
| 10. | g | h | g | h | i | h | i | j | i | j |
| 11. | b | h | a | g | i | f | e | c | d | j |
When you have practiced reading the preceding page many times and can recognize the first ten letters with comparative ease, try to read the following lines which contain the same letters only written more closely together:

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

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

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

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

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

7. s p m k o t l r q n
8. t s k l r n q p o m
Continue reading these lines which contain the second ten letters of the alphabet. I will tell you which the various letters are when you fail to recognize them, but I'd rather not do so unless it is absolutely necessary.

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

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

5. o l k p m q n s r t
6. n m p t r q s k l o
7. l o t m q l t n r s
8. q t o r m s n k l p
9. s t r p o k m l n q
10. m t l k t r s n q o
Now practice reading the next six lines which include the first and second ten letters of the alphabet:

1. g r d o k i s m b
2. a l c n e q f t h
3. f o g t d s a e n
4. j p i k o b c s l
5. t f a q b g k l d
6. c q e b f s l m o

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

7. s a g n k c o l p i t e
8. h j q a r l f t m j p s
9. g a h e i k j h b d f d
10. b d o g q s l i e r c f
11. m e t a k b h j n p e o
12. s r g b c t l k f m d n
The last six letters of the alphabet (with the exception of the letter w) are the same as
the first five with the addition of the two lower dots, dots 3 and 6, to each character. Louis
Braille was a Frenchman and, as the French alphabet does not contain the letter w, an arbi-
trary character was inserted. Here are the last six letters:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
</tr>
<tr>
<td></td>
<td>(dots 1-3-6)</td>
<td>(dots 1-2-3-6)</td>
<td>(dots 2-4-5-6)</td>
<td>(dots 1-3-4-6)</td>
<td>(dots 1-3-4-5-6)</td>
</tr>
</tbody>
</table>

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>y</td>
<td>v</td>
<td>z</td>
<td>u</td>
<td>w</td>
</tr>
</tbody>
</table>

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>x</td>
<td>w</td>
<td>z</td>
<td>y</td>
<td>u</td>
</tr>
<tr>
<td>4.</td>
<td>z</td>
<td>y</td>
<td>x</td>
<td>u</td>
<td>w</td>
</tr>
</tbody>
</table>

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>b</td>
<td>x</td>
<td>c</td>
<td>t</td>
<td>y</td>
</tr>
<tr>
<td>6.</td>
<td>w</td>
<td>s</td>
<td>i</td>
<td>m</td>
<td>z</td>
</tr>
<tr>
<td>7.</td>
<td>p</td>
<td>a</td>
<td>u</td>
<td>d</td>
<td>h</td>
</tr>
<tr>
<td>8.</td>
<td>r</td>
<td>i</td>
<td>g</td>
<td>j</td>
<td>h</td>
</tr>
</tbody>
</table>

Now read the letters written more closely together:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>j</td>
<td>a</td>
<td>s</td>
<td>b</td>
<td>x</td>
</tr>
<tr>
<td>10.</td>
<td>c</td>
<td>t</td>
<td>m</td>
<td>h</td>
<td>r</td>
</tr>
<tr>
<td>11.</td>
<td>l</td>
<td>x</td>
<td>e</td>
<td>g</td>
<td>k</td>
</tr>
<tr>
<td>12.</td>
<td>k</td>
<td>m</td>
<td>c</td>
<td>i</td>
<td>l</td>
</tr>
</tbody>
</table>
Now read the letters of the alphabet written more closely together:

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

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

8. ab ac ad af ed ef eg
9. ij ik ol mo op es ty
10. se re mn mp ps rs ut
11. qu al an el ov lu ix
12. wo za ja ko ok na ne
If you have memorized all the letters and can read them easily, try the following words composed of two letters each. These words are written with the usual Braille spacing between letters and are as close as the characters will ever be to one another. All of the words here—and in the exercises to follow—are written exactly as they will always be written in Braille; they will not be affected by contractions. No word is ever given if it is to appear in a subsequent lesson in a contracted form. Now read these words:

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

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

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

1. rat  vat  dab  cab
2. gab  nab  tag  nag
3. rag  sag  wax  lax
4. old  oil  wet  let
5. set  fir  fur  all
6. ale  ill  eat  ate
7. ass  ago  ade  tee
8. hop  tap  tip  cup
9. add  eel  lee  egg
10. big  bag  cad  fad
11. dad  did  die  hie
12. tie  lie  lay  may
| 1. | bad | ade | add | age | ice |
| 2. | bag | ace | fad | cad | gab |
| 3. | gad | dig | big | did | hid |
| 4. | jig | bee | dad | hid | gem |
| 5. | ado | coo | too | job | rob |
| 6. | mad | pad | lad | sad | tad |
| 7. | bad | eat | ate | vim | wet |
| 8. | aye | bye | tie | two | urn |
| 9. | nor | ilk | oat | ore | cry |
| 10. | met | job | bet | beg | keg |
| 11. | all | ale | lee | lea | log |
| 12. | see | sea | tea | pea | fee |
Continue reading these words of three letters:

<table>
<thead>
<tr>
<th></th>
<th>jet</th>
<th>net</th>
<th>pet</th>
<th>yet</th>
<th>dew</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>hew</td>
<td>few</td>
<td>new</td>
<td>sew</td>
<td>pew</td>
</tr>
<tr>
<td>3.</td>
<td>rip</td>
<td>hit</td>
<td>nip</td>
<td>lip</td>
<td>sip</td>
</tr>
<tr>
<td>4.</td>
<td>tip</td>
<td>fit</td>
<td>pit</td>
<td>log</td>
<td>fog</td>
</tr>
<tr>
<td>5.</td>
<td>hog</td>
<td>dog</td>
<td>jog</td>
<td>tog</td>
<td>boy</td>
</tr>
<tr>
<td>6.</td>
<td>coy</td>
<td>joy</td>
<td>toy</td>
<td>rig</td>
<td>jig</td>
</tr>
<tr>
<td>7.</td>
<td>pig</td>
<td>fig</td>
<td>dig</td>
<td>rob</td>
<td>sob</td>
</tr>
<tr>
<td>8.</td>
<td>cob</td>
<td>mob</td>
<td>fob</td>
<td>bag</td>
<td>jag</td>
</tr>
<tr>
<td>9.</td>
<td>hag</td>
<td>fag</td>
<td>lag</td>
<td>sag</td>
<td>tag</td>
</tr>
<tr>
<td>10.</td>
<td>bug</td>
<td>dug</td>
<td>hug</td>
<td>rug</td>
<td>mug</td>
</tr>
<tr>
<td>11.</td>
<td>tug</td>
<td>gum</td>
<td>rum</td>
<td>hum</td>
<td>sum</td>
</tr>
<tr>
<td>12.</td>
<td>bum</td>
<td>fun</td>
<td>run</td>
<td>bun</td>
<td>pun</td>
</tr>
<tr>
<td></td>
<td>sun</td>
<td>toe</td>
<td>doe</td>
<td>foe</td>
<td>hoe</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>2.</td>
<td>roe</td>
<td>woe</td>
<td>ton</td>
<td>son</td>
<td>don</td>
</tr>
<tr>
<td>3.</td>
<td>top</td>
<td>cop</td>
<td>lop</td>
<td>hop</td>
<td>mop</td>
</tr>
<tr>
<td>4.</td>
<td>pop</td>
<td>lie</td>
<td>pie</td>
<td>die</td>
<td>hie</td>
</tr>
<tr>
<td>5.</td>
<td>tie</td>
<td>vie</td>
<td>fib</td>
<td>rib</td>
<td>bib</td>
</tr>
<tr>
<td>6.</td>
<td>hip</td>
<td>ram</td>
<td>rim</td>
<td>jam</td>
<td>ham</td>
</tr>
<tr>
<td>7.</td>
<td>dim</td>
<td>yes</td>
<td>jig</td>
<td>air</td>
<td>ale</td>
</tr>
<tr>
<td>8.</td>
<td>map</td>
<td>sum</td>
<td>eel</td>
<td>ill</td>
<td>aim</td>
</tr>
<tr>
<td>9.</td>
<td>sip</td>
<td>elk</td>
<td>cue</td>
<td>due</td>
<td>hue</td>
</tr>
<tr>
<td>10.</td>
<td>sad</td>
<td>gem</td>
<td>hem</td>
<td>imp</td>
<td>fly</td>
</tr>
<tr>
<td>11.</td>
<td>bye</td>
<td>cup</td>
<td>pup</td>
<td>sup</td>
<td>leg</td>
</tr>
<tr>
<td>12.</td>
<td>keg</td>
<td>all</td>
<td>bat</td>
<td>ego</td>
<td>egg</td>
</tr>
</tbody>
</table>
The next set is composed of words containing four letters. These words, and also the preceding ones, will always be written this way in Braille. See if you can read the words of four letters, but do not attempt to do so until you are able to read the preceding ones quite easily:

<table>
<thead>
<tr>
<th></th>
<th>rake</th>
<th>fake</th>
<th>take</th>
<th>bake</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>lake</td>
<td>make</td>
<td>sake</td>
<td>wake</td>
<td>call</td>
</tr>
<tr>
<td>3.</td>
<td>ball</td>
<td>fall</td>
<td>gall</td>
<td>hall</td>
<td>mall</td>
</tr>
<tr>
<td>4.</td>
<td>wall</td>
<td>came</td>
<td>dame</td>
<td>fame</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>game</td>
<td>lame</td>
<td>tame</td>
<td>same</td>
<td>bang</td>
</tr>
<tr>
<td>6.</td>
<td>hang</td>
<td>pang</td>
<td>rang</td>
<td>sang</td>
<td>bold</td>
</tr>
<tr>
<td>7.</td>
<td>cold</td>
<td>sold</td>
<td>told</td>
<td>gold</td>
<td>fold</td>
</tr>
<tr>
<td>8.</td>
<td>tail</td>
<td>rail</td>
<td>sail</td>
<td>pail</td>
<td>jail</td>
</tr>
<tr>
<td>9.</td>
<td>mail</td>
<td>nail</td>
<td>bail</td>
<td>fail</td>
<td>wail</td>
</tr>
<tr>
<td>10.</td>
<td>damp</td>
<td>camp</td>
<td>lamp</td>
<td>vamp</td>
<td>gate</td>
</tr>
<tr>
<td>11.</td>
<td>late</td>
<td>rate</td>
<td>pate</td>
<td>hate</td>
<td>fate</td>
</tr>
<tr>
<td>12.</td>
<td>mate</td>
<td>date</td>
<td>cube</td>
<td>tube</td>
<td>mama</td>
</tr>
</tbody>
</table>
1. hill    mill    sill    pill    till
2. fill    gill    rill    bill    nice
3. lice    rice    dice    mice    vice
4. soil    boil    coil    roil    toil
5. foil    heel    feel    peel    reel
6. sane    wane    pane    cane    tree
7. pond    bond    fond    frog    glee
8. flee    hull    lull    pull    bull
9. full    week    meek    seek    peek
10. sage   wage    cage    rage    page
11. waif   bait    wait    gait    kite
12. mite   bite    site    pose    rose
<table>
<thead>
<tr>
<th></th>
<th>1. hose</th>
<th>nose</th>
<th>fuse</th>
<th>muse</th>
<th>ruse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>vase</td>
<td>case</td>
<td>haze</td>
<td>maze</td>
<td>raze</td>
</tr>
<tr>
<td>3.</td>
<td>daze</td>
<td>joke</td>
<td>poke</td>
<td>jute</td>
<td>cute</td>
</tr>
<tr>
<td>4.</td>
<td>mute</td>
<td>roll</td>
<td>poll</td>
<td>toll</td>
<td>doll</td>
</tr>
<tr>
<td>5.</td>
<td>keep</td>
<td>deep</td>
<td>peep</td>
<td>weep</td>
<td>kill</td>
</tr>
<tr>
<td>6.</td>
<td>snap</td>
<td>snag</td>
<td>knot</td>
<td>lady</td>
<td>raid</td>
</tr>
<tr>
<td>7.</td>
<td>maid</td>
<td>laid</td>
<td>lamb</td>
<td>dumb</td>
<td>lump</td>
</tr>
<tr>
<td>8.</td>
<td>bump</td>
<td>hump</td>
<td>lazy</td>
<td>hazy</td>
<td>left</td>
</tr>
<tr>
<td>9.</td>
<td>life</td>
<td>wife</td>
<td>fife</td>
<td>lift</td>
<td>rift</td>
</tr>
<tr>
<td>10.</td>
<td>limb</td>
<td>lamb</td>
<td>lime</td>
<td>lily</td>
<td>code</td>
</tr>
<tr>
<td>11.</td>
<td>road</td>
<td>load</td>
<td>rode</td>
<td>loan</td>
<td>lock</td>
</tr>
<tr>
<td>12.</td>
<td>dock</td>
<td>rock</td>
<td>sock</td>
<td>mock</td>
<td>cock</td>
</tr>
</tbody>
</table>
Read these words if you are now able to read the preceding ones without too much difficulty:

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

Now read these words composed of five letters each:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>floor</td>
<td>gloom</td>
<td>flute</td>
</tr>
<tr>
<td>2.</td>
<td>yield</td>
<td>skate</td>
<td>plate</td>
</tr>
<tr>
<td>3.</td>
<td>trace</td>
<td>slate</td>
<td>skirt</td>
</tr>
<tr>
<td>4.</td>
<td>lemon</td>
<td>melon</td>
<td>reply</td>
</tr>
<tr>
<td>5.</td>
<td>floss</td>
<td>gloss</td>
<td>glass</td>
</tr>
<tr>
<td>6.</td>
<td>pilot</td>
<td>piano</td>
<td>phase</td>
</tr>
<tr>
<td>7.</td>
<td>hotel</td>
<td>easel</td>
<td>eagle</td>
</tr>
<tr>
<td>8.</td>
<td>cruel</td>
<td>crumb</td>
<td>cross</td>
</tr>
<tr>
<td>9.</td>
<td>creek</td>
<td>crimp</td>
<td>craze</td>
</tr>
<tr>
<td>10.</td>
<td>truck</td>
<td>troop</td>
<td>scrub</td>
</tr>
<tr>
<td>11.</td>
<td>crawl</td>
<td>lodge</td>
<td>logic</td>
</tr>
<tr>
<td>12.</td>
<td>equip</td>
<td>demur</td>
<td>curve</td>
</tr>
</tbody>
</table>
CHAPTER II

PUNCTUATION AND NUMERALS

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

1. Capital sign—dot 6 (preceded by a full cell)
   boy
   Boy

2. girl
   Girl
   man
   Man

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

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

3. comma—dot 2 (dropped a) (preceded by a full cell)
   semicolon—dots 2-3 (dropped b) (preceded by a full cell)

4. colon—dots 2-5 (dropped c) (preceded by a full cell)
   period—dots 2-5-6 (dropped d) (preceded by a full cell)

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

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

Now read the next lines yourself:

Also read these yourself:


2. He writes: He claims:

3. A boy, a boat, a horse.


5. Two black dogs. Five new hats.

6. Ada seems extremely happy.

7. Jim sang well.

Here are more marks of punctuation:

8. exclamation mark—dots 2-3-5 (dropped f) (preceded by a full cell)
   parenthesis—dots 2-3-5-6 (dropped g) (open and close are the same) (preceded by a full cell)

9. question mark & opening quotation—dots 2-3-6 (dropped h) (preceded by a full cell)

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

The closing quotation mark is as follows:

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

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

11. Too bad! Oh! Fie!

12. (A boy) (A girl)
CHAPTER II—Continued

Now read the following:

1. He says: “No!”

2. A huge rock.

3. Does Joe swim well?

4. Does Anne ride a horse?

5. A bad report.

6. He holds a bad note.

7. Has Jim no vim at all?

8. He is seldom late.

9. Does Ida play golf well?

10. A man next door sells nice fruit.

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

11. apostrophe—dot 3 (preceded by a full cell)  hyphen—dots 3-6 (preceded by a full cell)

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

12. A boy’s hat  tit-tat-to
Now read the following yourself:

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

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

7. numeral sign—dots 3-4-5-6

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

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

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

10. 10  11  12  13  14
11. 20  21  32  43  54
12. 100 200 300 400 1,000
Now see if you can read the following numbers yourself:

1.  5  8  3  9  1
2.  2  4  7  6  10
3. 21 33 44 11 16
4.  87 93 61 75 42
5.  13 59 38 15 95
6. 100 101 102 103
7. 169 150 148 123
8. 1,000 1,008 1,589
9. 11,000 12,693 22,691
10. 231,593 579,479
11. 4,589,378 6,000,000
12. April 9, 1938
You have now had all the letters of the alphabet and some of the punctuation marks. In the writing of words you noticed that the letters in a word were written together, but that there was a space between words.

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

The letters of the alphabet represent the following words:

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

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

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

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

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

10. Will does not like sodas.

*Some organizations do not use the contraction when it represents the noun, but this is not according to the rules of the Braille system. The contraction may be used as both noun and verb.
Did you notice that when other letters were added the symbol represented the letter only? Now read those last two sentences again and study the difference between Will and William, and like and likes. Just remember that when the letter is given the spacing of a word, it is a word.

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

1. Do not go from that place.

2. You may as well do it.

3. We’d rather not do it.

4. Go as soon as you can.

5. Have you every tool you want?

6. Do help us if you can.

7. Will you help us?

8. He will not help John any more.

9. Seek more knowledge just as soon as you can.

10. More people will aid you.

11. Not just yet but soon.

12. We’d rather not go that way.
Here is another set of sentences based on the same contractions. You may think that the exercises are long and that it is foolish to read so many sentences that are similar; but if you take the contractions slowly and become thoroughly familiar with them before attempting new ones, you will find that it will be much easier for you in the end, and that the additional practice was worth the extra time:

1. Do not have it quite so big.

2. Do not do it just yet.

3. Go very soon, if you can.

4. Have you a ticket?

5. He goes home every week.

6. Will he make a will?

7. Alice rather likes movies, but I do not.

8. Do you like people as well as Bill does?

9. He will soon go away.

10. We rather like it that way.

11. More knowledge is very welcome.

12. Get Jim more cans if you can.
CHAPTER III—Continued

Now read the next two sentences:

1. Ann seems very just.

2. Do not go so soon.

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

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

Now practice reading these sentences which contain the apostrophe:

6. That’s more like it.

7. He is a very happy-go-lucky man.

8. Will’s people will soon move away from Utah.

9. You’re very nice.

10. It’s just too bad that you have not more knowledge.

11. It’s so like you.

12. That’s not very polite.
You have already had some contractions. A contraction is a sign used to express more than one letter; sometimes the sign represents a part word, and then again some contractions represent whole words. The contractions which you have just had were represented by formations with which you were familiar; but there are other contractions which are represented by signs which are different from the letters of the alphabet. Here are six new contractions for you to learn and, in order to do so, you must memorize new signs. We will take three of them first. They are:

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

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

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

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

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

Now see if you can read the following words:

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

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

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

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

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

*Word is written out followed by contraction on Braille page.*
The contractions the and with may also be used as parts of words. See if you can read the following words which contain these two contractions:

1. then with the theatre withal brother withdraw
2. other smoother theme pathetic thesis writhe

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

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

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

4. For the relief of the orphan boys.
5. With the usual smile.
6. The dog is with the man.
7. He will visit us for the next two weeks.
8. With a new uniform.
9. A man and a girl with two dogs.
10. Don’t forget that you will not go from the office.
11. With the aid of all of the family.
12. Then they left with the bags.
There is another contraction which is used as both a word and part word. This contraction is in and it represents these two letters, whether they be used as a word or part word, and irrespective of sound in the latter case. On the Braille page the sign for this contraction is preceded by the full cell so that you may notice its exact location. It is:

1. **in**—dots 3-5

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

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

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

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

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

1. ar*—dots 3-4-5 er*—dots 1-2-4-5-6

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

2. car bar far mar tar art hare

3. are arc arm war ere err tare

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

4. hart dart cart mart hard vary

5. liar term germ hero fern tart

6. zero lark yarn roar rare harm

7. farm card lard soar harp herd

8. farce spare queer target error

9. merry sugar barber leer harder

10. rar|er fever spark dark hark park

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

11. ed*—dots 1-2-4-6 gh*—dots 1-2-6 ow*—dots 2-4-6

*Letters are written out, then followed by contraction on Braille page.
When you have memorized the new signs, practice reading the following words:

1. fed  bed  led  Ted  row  cow  low
2. high  sigh  now  edit  edge  reed
3. sled  blow  flow  feed  weed  need
4. wed  nigh  town  bred  how  night
5. blight  fight  might  modern  gown  owed
6. lighter  bled  bleed  cede  pledge
7. medal  pedal  owl  howl  growl  power
8. crowd  clown  toward  reduce*  eight
9. deduce*  foghorn*  owner  frown  height

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

10. Jim has a dark red car. A rare cart.
11. We own a very old farm.
12. Howard and Robert will go with us.

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

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

1. Tom won a medal; he is quite a hero.

2. Fred, on the other hand, is a coward.

3. That surely is a very queer parade.

4. He now has a new light brown tweed suit.

5. We will soon have snow, so buy a sled.

6. How the boy has grown! He is now five.

7. That is quite a novel sight.

8. You are not so very far from home.

9. The night is extremely dark.

10. We need eight more tarts for the picnic.

11. Jane and her other brother are very merry.

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

1. ing*—dots 3-4-6

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

2. sing ring ring|ing fling

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

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

Now read the following sentences:

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

*Letters are written out, then followed by the contraction on the Braille page.
You are now going to learn seven more new formations. These formations represent word and part-word contractions but, unlike the contractions and, for, of, the, and with, the signs do not have the same word and part-word meaning. The first two are:

1. \( ch^* \) child*—dots 1-6  \( st^* \) still*—dots 3-4

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

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

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

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

3. catch  latch  patch  match  batch  hatch
4. porch  torch  mar|ch  par|ch  lunch  bunch
5. punch  munch  crunch  butch|er  cast  fast
6. past  last  mast  vast  waste  rest
7. stew  st|ow  step  state  stiff  st|and
8. pest  test  stop  stole  stun  choke
9. ast|er  st|ern  stay  stab  st|art  st|ar|ch
10. chest  street  school  ache  stump  Ch|ina
11. guest  host  post  ghost  cost  frost
12. burst  forest  change  orchestra  st|and|still

*Letters are written out, followed by contraction on Braille page.
CHAPTER VI—Continued

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

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

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

2. I th\_ink I shall swim in this shallow water.

Now try to read these words yourself:

3. shut shot sheet shift shun shoot
4. shy she sh\_ow sham sh\_in sh\_ine rush
5. shad sh\_ed ship shop shawl shape
6. shaft sh\_arp shave sh\_erry sh\_eriff shell
7. thick third thirty thorn mush push
8. dish wish bishop sheep fish shame
9. shake for\_th myth thirst than th\_ink
10. th\_in th\_ine thief three throb throw
11. threw shoe slush hush bush sheer
12. shelf shield mishap** shade pith

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

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

1. The child passed her history test at school.

2. The sheriff arrested the man that stole the car.

3. This shawl is now very thin with age.

4. See the first star of the night up in the sky.

5. He shaves with a very sharp razor.

6. Charles has a late lunch.

7. Do not go quite so fast.

8. You need a rest, stand still if you can.

9. Order the fish and the chops for the dinner.

10. The child's brother is asleep.

11. Shut the door quietly.

12. She can stay with us if she so wishes.
CHAPTER VI—Continued

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

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

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

2. Which whistle is that?

3. Go out and sh\|out outside.

4. You do not play enough tennis.

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

Now try to read the words listed below:

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

---

*Letters are written out then followed by contraction on the Braille page.
**A word in which a contraction is not being used as it would be confusing for the reader.
Here are a few more words:

1. various energy outer been four hour
2. endure blend routine flourish rouse

Now try to read these contractions in sentences:

3. Who is that shouting outside the door?

4. The newest plans are out-and-out failures.

5. The thirty-three books lay on the shelf.

6. The wheels of the cart are all broken.

7. She threw away all the old shoes.

8. Our route has not yet been chosen.

9. They are so poor they haven't a cent.

10. Seventeen dishes have now been broken.

11. The child chased the chickens out of the yard.

12. Pitch the tent down the street.
Now read these sentences:

1. The room is bare without the chest and the chairs.

2. Bad pupils often stay away from school.

3. The fringe of her costume is badly singed.

4. It's a shame we can't wash all the dishes.

5. The moth ate holes in her white suit.

6. Ten ounces are enough for the present.

7. Pour the cough syrup more slowly.

8. Why did you lend Jenny my pen?

9. The guests will arrive the first of March.

10. The snow makes the trees look like ghosts.

11. The crystal of the watch is broken.

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

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

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

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

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

3. “office” ‘fight’ ‘farm’

4. She wrote: “I shall see the play

5. ‘Hamlet’.”

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

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

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

   A word in square brackets is written like this:

8. [fortune] [gaiety]

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

9. **Italic sign**—dots 4-6

   When words are italicized they are written as follows:

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

1: Do see *The Merchant of Venice*!

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

2. Dash—dots 3-6 and dots 3-6

Now see if you can read the following sentence:

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

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

4. Have you studied Bunyan’s
5. “Pilgrim’s Progress”?

6. “Tell me,” he asked, “who wrote
7. ‘Romeo and Juliet’?”

8. She arranged for an hour of study—but
9. she did not open a book.

10. [The dusty road.]

11. They will christ|en the baby “John.”

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

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

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

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

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

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

5. Letter sign—dots 5-6

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

6. X-rays*

Now try to read the next ones yourself:

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

---

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

**The letter sign is not needed here as i does not represent a whole word when it stands alone.
In foreign languages, the signs which we use for contractions are used to express accented letters. When writing strictly foreign words or phrases no contractions are used, and the signs which generally denote our contractions are used to express the accented letters. When a foreign word contains an accented letter the entire word is preceded by the letter sign, which shows that signs ordinarily used for contractions are now being used for accented letters.

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

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

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

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

8. über étoile élève

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

9. 142a 16b 64c

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

Remember that a letter which begins with a capital and is followed by a period does not have a letter sign. For example, T. B. Smith does not have a letter sign before the two initials.
You have already had the capital sign which is used to show that the first letter of the word is capitalized. Very often, however, words are written in all capital letters and, in such cases, the capital sign is repeated before the word. When a word is preceded by two capital signs, it means that every letter of the word is capitalized. See if you can read the following examples:

1. AND HAPPY-GO-LUCKY PEOPLE

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

2. I II III IV V

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

3. VERY IT LESSONS V and X

4. XIV KNOWLEDGE IT’S

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

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

5. “Love is life’s . . . sign”

6. “. . . life’s only sign”

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

7. Asterisk—dots 3-5 and dots 3-5

(preceded by full cell)

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

8. LESSON* W. Green*

9. 1* 2* 3*

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

10. Dollar sign—dots 2-5-6 Decimal-point—dots 4-6†

(preceded by full cell) (preceded by full cell)

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

11. $1.00 $1.50

12. $.50 $.75

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

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

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

4. Fraction-line sign—dots 3-4

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

5. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{5}{6}$

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

6. 4½

Now see if you can read the next lines yourself.

7. $\%$ $\frac{\%}{3}$ $\frac{\%}{10}$
8. 100½ 1⅛ 22¼
9. She owes F. H. $2.75.
10. He has a $15-a-week job.
11. Do buy her new book* which is just out.

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

1. 3 lbs.

The list of abbreviations which are used are as follows:

<table>
<thead>
<tr>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pound st</td>
<td>shillings</td>
<td>francs—fr</td>
</tr>
<tr>
<td>( preceded by full cell)</td>
<td>( preceded by full cell)</td>
<td></td>
</tr>
<tr>
<td>guineas—gs</td>
<td>cents—c</td>
<td>marks (reich)—rm</td>
</tr>
<tr>
<td>rupees—rs</td>
<td>tons—t</td>
<td>hundredweight—cwt</td>
</tr>
<tr>
<td>quarters—qr</td>
<td>pound weight—lb</td>
<td>ounces—oz</td>
</tr>
<tr>
<td>yards—yd</td>
<td>feet—ft</td>
<td>inches—in</td>
</tr>
<tr>
<td>( preceded by full cell)</td>
<td></td>
<td>( preceded by full cell)</td>
</tr>
<tr>
<td>gallons—gal</td>
<td>quarts—qt</td>
<td>pints—pt</td>
</tr>
<tr>
<td>hours—hr</td>
<td>minutes—min</td>
<td></td>
</tr>
</tbody>
</table>

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

10. 3 lb. 1 oz.

11. °(degree)—dg, followed immediately by the numeral sign.

12. % (per cent)—middle c, p, followed immediately by the numeral sign.
1. § (section sign)—s followed by dot 3, followed immediately by the numeral sign.

2. ¶ (paragraph mark)—par followed immediately by the numeral sign.

3. =(equals sign)—two middle c’s (dots 2-5, 2-5) preceded and followed by a space.

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

Now read the following sentences:

4. Edith has 10 yards of fine lace.

5. Joe will get 2 lbs. of coffee.

6. A. J. Smith is a fine transcriber.

7. Lesson XXV is very short.

8. George VI is King of England.

9. “AS YOU LIKE IT.”

10. Do go—but not if you have other plans.

11. The prize is for you and not Jessie.

12. The stock is worth $50.75 a share.
Now read the following:

1. Recite “Wh|en in the course of human . . .”

2. Did you see the new U-boat*?

3. The man is very blasé.

4. She made her début in a new opera.

5. The number of her house is 166a.**

6. Spell “Fred|erick” with a “k.*”

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

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

7. The violet loves a sunny bank,

8. The cowslip loves the lea, The scarlet

9. creeper loves the elm, But I love—

10. thee.

11. —Bayard Taylor

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

**Letter sign is used to prevent the letter a from being read as the numeral 1.
When the poetry-line sign is used, you will find it written this way:

1. The violet loves a sunny bank, The

2. cowslip loves the lea, The scarlet

3. creeper loves the elm, But I love—

4. thee.

5. —Bayard Taylor

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

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

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

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

Of the remaining contractions, seventy-three are abbreviated words; many of these abbreviations you will recognize such as pd for paid. These abbreviations are very easily memorized. Do not make the mistake of stopping your study here.
Now we come to what are known as compound contractions, contractions that require two cells to express them. In spite of the fact that these contractions require two cells to express them, they save a great deal of space and greatly reduce the number of signs that are used in a word. You will soon begin to realize that the fewer signs a word contains the more quickly will you be able to read it.

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

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

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

Now can you read the following words yourself?

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

Now read these sentences:

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

Now learn the next three contractions:

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

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

*Word is written out on Braille page, followed by the contraction.
Now see if you can read these words, but first be sure that you have memorized the new contractions:

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

The next three of these contractions are:

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

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

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

The next three are:

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

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

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

*Contraction is not used in this word as it might be confusing to the reader.
**Rules governing lower signs do not permit the in contracted in this word.
***Word is written out on Braille page, followed by the contraction.
### CHAPTER VIII—Continued

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

The next three are:

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

Memorize these and then read the following words:

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

Now learn the last three:

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

Study these and then read the following words:

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

*Words in which it has been decided that the use of the contraction would be confusing to the reader.
**Notice that the contractions er and ed are used in preference to the contraction one.
***Word is written out on Braille page, followed by the contraction.
I shall now repeat all the contractions that are represented by the various letters of the alphabet when preceded by dot 5. I shall read them very slowly so that you will be sure to have them firmly fixed in your mind.

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

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

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

1. handsomely hone|st adhere fever*
2. partridge evermore Friday copyright
3. upright unknown partisan | partierre
4. BaP EToate pastime work|shop mother-in-law**
5. coronet* namely hand|some impartial

Now read these sentences:

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

*Words in which it has been decided that the use of the contraction would be confusing to the reader.
**Rules governing lower signs do not permit the in contracted in this word.
Here is another exercise of sentences based on the same contractions as the one you have just read:

1. Our workers here work only four days.

2. One of the youngsters is nicknamed "Honey."

3. The other part of the work is now done.

4. The copyright expires sometime next month.

5. She is so honest and upright every one likes her.

6. Jim's fever* is still high.

7. Do you know of anything we can do?

8. She will sing the part entirely alone.

9. What time is it now?

10. Kindly tell me her name.

11. Her father and mother still live in Dayton.

12. He is under the automobile working on it.

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

1. there*—dot 5, the
2. where*—dot 5, wh

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

See if you can read the following words:

2. there|fore whereas where thereby
3. there|from there|of there|on thereto|fore
4. there|under there|withal where|at wh|er|ever

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

The last two of these contractions are:

5. character*—dot 5, ch
6. through*—dot 5, th
7. ought*—dot 5, ou

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

6. through|out bought sought fought nought
7. th|ought characterize characterized characteristic

*Word is written out on Braille page followed by contraction sign.
Now read these sentences:

1. Wrought iron is the purest form of iron

2. known in the arts.

3. Is this the place where they fought?

4. No, this is not the place; it is over there.

5. Our chairs have not been brought over from

6. the old house we have just left.

7. This drought* is far worse than the other.

8. There is no hope for the crops.

9. Where is the man who sat over there alone?

10. They gathered** there in the usual place.

11. We bought the chairs through a friend.

12. What a strange character she is!

---

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

**Contraction there is not used in words like this; it takes no more space to write it the way it is written and it is much more readable.
In this lesson you will learn some additional compound initial contractions. The first part of these contractions is dots 4-5 followed by the first letter or letters of the words they represent. The other compound contractions you had began with dot 5; these begin with dots 4 and 5.

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

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

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

2. there|upon word word|ed

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

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

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

Now see if you can read these sentences:

4. Where did you find those swords?**

5. These flow|ers grew over there.

6. Whose word list is that?

7. They fought in the one place through|out

8. the entire war.

9. True character is not anyth|ing you can buy.

10. Lay those coupons** over there.

11. We rely upon her word of honor.

12. She bothered*** all her friends.

---

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

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

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

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

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

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

Study these new contractions and then read the following words:

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

Now read these sentences:

8. You cannot crush their fine spirit.
9. The gangsters of the underworld cannot win in the end.
10. They had far too many foreign words in the book.
11. That is not theirs; it’s mine.
12. You cannot invite so many people here.

*Word is written out on the Braille page, followed by the contraction.
In this lesson you'll learn some compound contractions called final contractions because the final letter of the contraction is being used.

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

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

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

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

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

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

**Letters are written out on Braille page, followed by the contraction.
The last three of these contractions are:

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

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

2. count  count|ed  count|ing  counts  countless

3. count|er  count|less  country  county  count|en|ance

4. mount  mount|ed  mount|ing  mounts  mountain

5. priceless  valueless  omission  permission

6. possession  mission  admission  useless

7. invasion  match|less  fountain  paramount

8. count|erbalance  procession  hopeless  hapless

9. bound|less  fusion  impassionate  unless

10. surmount  wound  name|less  never|the|less

11. shameless  passion  changeless  passion|less

12. transmission  mainten|ance  homeless  luckless

*Letters are written out on Braille page, followed by the contraction.*
Now try to read these sentences:

1. **There** is a fountain on the **grounds**.

2. **Take the underground when you are in a hurry**.

3. **Balance those books**.

4. **Those mountains are very high**.

5. **France and Germany are countries in Europe**.

6. **Count that one out**.

7. **The wall is quite sound-proof**.

8. **Cancel the order that you now have**.

9. **One pound is hardly enough for four people**.

10. **Unless you can do it soon you need not bother**.

11. **Those gems are priceless**.

12. **The world is round**.
Now read these sentences:

1. If you had all those matches, why did you
2. ask for more?

3. The chancel of the cathedral is decorated
4. for the wedding with costly flowers.

5. He rode around in the merry-go-round
6. until he felt dizzy.

7. Hurrying is useless; you cannot possibly
8. get there on time.

9. Why climb so many mountains?

10. Jim is a very reckless driver.

11. She found a mission in the Bowery.

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

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

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

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

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

2. ebb   ebbs  occur  add  adds  add|ed

3. **How very** odd!

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

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

The next two are:

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

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

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

*On the Braille page, the letters are written out, followed by the contraction.
1. accent differ differs different
2. groggy nugget scruff buffet
3. giggle struggle eggplant stucco

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

4. ea*—dot 2

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

5. eat meat sea seas

Now you read the following words yourself:

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

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

1. **peach**  
   ocean  
   eagle  
   ease  
   eat  

2. bread  
   reason  
   sweat  
   fea|ther  
   cease  

3. reappear*  
   please  
   bed|st|ead  
   hea|then  

4. cereal  
   readdress*  
   create  
   in|st|ead  

5. European  
   acreage*  
   appearance  
   mileage*  

6. tea|ch  
   search  
   create  
   creator  
   uneasy***

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

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

7. **Do not repeat that error in add|ing.**

8. **You do not add accurately en|ou|gh.**

9. **Will you have cream with the pea|ches?**

10. **Their rudder broke far from the bea|ch.**

11. Most seamen love the sea.

12. **Learn these words in|st|ead of those.**

---

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

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

***When a word beginning with ea is modified by a prefix, the contraction is not used.
If you have read the other sentences easily, try the following ones. Do not, however, go to a new exercise unless you have read the preceding one with comparative ease:

1. Please do not touch those eggs.

2. They break so very easily if handled.

3. Yeast is used in making bread.

4. What is the reason for not sending the lean meat that we ordered yesterday?

5. It is now all so very different without you.

6. We shall soon occupy our house in the East.

7. She giggles all day and never seems weary.

8. Eat all you wish for the noonday meal.

9. She is very stubborn and will not ride the saddle you gave her for her birthday.

10. He cannot paint the walls without the ladder.
1. The meadow has lovely flow|ers.

2. This is not a full measure.

3. The peacock room is bright with color.

4. The hidden treasure has not been found.

5. They will soon encounter their adversaries.

6. Steam is water in the form of vapor.

7. Thistles and hea|ther are found in Scotland.

8. The fire in the hearth burns brightly.

9. Her clothing is very shabby.

10. The people ordered corned beef and cabbage.

11. He is an eccentric and wealthy old bachelor.
CHAPTER XII—Continued

Now read the following excerpts:

1. **One of the** briefest musical

2. criticisms on record appeared in a

3. Detroit paper: “An amateur string

4. quartet played Brahms here last

5. evening. Brahms lost.”

6. “Defeat isn’t bitter if you

7. don’t swallow it.”

8. “Nothing recedes like success.”

9. —Walter Winchell

10. Prayer of a Scotch Preacher: “Oh Lord,

11. guide us aright for we are verra, verra,

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

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

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

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

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

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

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

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

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

2. The dispatch will be sent very soon.

3. Constancy is in disfavor and will be disinherited.

4. Anne cannot conceal her distress.

5. Do not discourage the disarming of their countries.

6. She will not even confide in her oldest friends.

7. Their entire wealth is in pearls and rubies.

8. The conqueror will be given a wreath of victory.

9. Those peasants distrust all strangers.

10. They believe in conserving their strength.

11. Never believe all you hear.

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

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

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

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

*Word is written out on Braille page, followed by sign for the contraction.
**Contraction may not be used here on account of the rules governing the lower signs.
Now read the following:

1. **One day** Mark Twain arrived in a

2. Canadian hotel, and, glancing over the

3. register, took note of the signature

4. of the last arrival: “Baron — and val-

5. et.” Twain signed, and when the clerk

6. looked at the register, this met his eye:

7. “Mark Twain and valise.”

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

9. ’Twas* her thinking of others made you

10. think of her.

11. —Elizabeth Barrett Browning

---

*Contraction for was must not be used as a part word.
Also read the following:

1. Daniel Boone was asked if he had ever been lost in the woods. "No, I never got lost," Boone replied reflectively. "But I was bewildered once for three days."

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

6. A beloved and gentle friend of mine, so old that most of his friends are dead,

7. has laid for each of them a flagstone

8. in his garden path. He walks down the path every day and recalls each of them,

9. friend for stone and stone for friend.

—Hector Bolitho, Beside Galilee (Appleton-Century)
To be read:

1. A well-known playwright, scouting in

2. Woodbury (Conn.) for a summer home,

3. asked what kind of people lived there. “There’s

4. nothing around here but old American stock,” was

5. the reply; “no foreigners—except

6. a few New Yorkers.”

—This Week

—

7. If you don’t get everything you want, think

8. of the things you don’t get that you don’t want.

—

9. I do not believe in a fate that falls on

10. men however they act; but I do believe in a

11. fate that falls on them unless they act.

12. —G. K. Chesterton
CHAPTER XV

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

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

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

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

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

Now you read the following:

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

*On Braille page, word is written out then followed by the sign for the contraction.
**Contraction is not used here as the word is too closely connected with the preceding verb.
Also read these:

1. Do not get into any deeper water.

2. The key to this lock does not fit.

3. Is the cruise going to start soon?

4. Many people prefer to travel by boat.

5. Listen to the discussion on the disaster.

6. It is useless to disagree with them.

7. The gifts will be distributed this morning.

8. In old Monterey, California, the

9. citizens vote 12 times a year to

10. pick the "Shack of the Month"—the

11. most unsightly building in town. Owners

12. of the winning shack have in most cases
1. responded to the verdict with grace, and many

2. an eyesore is thus being eliminated.

3. —Sunset Magazine

4. PROVERBS

5. Let another man praise thee, and not

6. thine mouth; a stranger, and not thine

7. own lips.

8. A soft answer turneth away wrath:

9. but grievous words stir up anger.

10. Even a fool, when he holdeth his

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

12. his lips is esteemed a man of understanding.

End Vol. I. (Braille edition)
This chapter contains two new contractions which are treated differently. The first one is preceded by the full cell to show its exact location and is:

1. com*—dots 3-6

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

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

2. common uncommon compose commute

3. You may come in any time.

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

Now you read the following words and sentences:

5. comfort discomfort income comic comb

6. comedy comedian command commandling come

7. compete comling coma comma commerce

8. committee sub-committee** incompetent

9. welcome Mr. Comstock*** comparison

10. companion outcome becoming incomplete

11. Common*** sense is not a common thing.

12. Their income is very small.

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

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

***Contraction is not used when it follows the capital sign.
1. The report is complete.

2. The report is incomplete.

3. Many friends are coming to the party.

4. Try to communicate with the commander.

5. Constancy is my constant companion.

6. Mr. Comstock* is a daily commuter.

7. The committee on commerce is having a meeting.

8. He lives in comfort.

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

9. ble**—dots 3-4-5-6

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

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

10. able blend cable blest

11. Are you able to go out?

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

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

**On Braille page, letters are written out, followed by the sign for the contraction.
Now you read the following words:

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

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

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

*The contraction ble is given preference over the double letter.
**Contraction com is not used when it follows the capital sign.
***Contraction in is not used as it would bring two lower signs together when neither one or the other is in contact with a sign containing an upper dot.
1. The child's dress was not suitable for the occasion.

2. That marble statue is completely finished.

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

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

5. their hopes or fears or wishes rather than

6. with their minds.

7. —Walter Duranty
   I Write as I Please

8. (Simon and Schuster)

9. The colossal statue of Sleeping

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

11. the world's only marble figure with eyelashes.

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

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

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

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

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

2. fence  
3. pence  
4. offence  
5. consequence  
6. gong  
7. along  
8. full  
9. successful  
10. hopeful  
11. wrong  
12. Hongkong

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

1. Among the Druses of Syria,

2. prayer has no part in religious worship,

3. being regarded as an impertinent

4. interference with the Creator.

Freling Foster—Collier's

5. Longchamps Restaurants in New York deliver meals in electric boxes

6. to people who prefer to dine at home. Whatever

7. you order is still cooking in transit, timed

8. to be done to a turn at a specified

9. hour. Plug it into the wall to keep hot,

10. if you aren't ready.

11. —Vogue
1. I have long been disposed to judge men

2. by their average. If it is reasonably

3. high, I am charitable with faults that

4. look pretty black.

5. —Ed Howe.

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

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

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

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

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

*On Braille page, letters are written out, followed by the sign for the contraction.
1. curiosity convolution position direful
2. dullness innocence opportunity purity
3. quantity heredity seniority implement
4. identity Longfellow shipment benediction
5. condition function animosity hilarity

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

6. **In Switzerland**, clocks are now being

7. made without faces. To tell time you press a

8. button and, by means of phonographic

9. internal arrangements, the clock calls

10. out “Half past five,” or whatever

11. the time may be.*

*Be is not contracted as it is a lower sign, and two lower signs must not be written together unless one or the other is in contact with a sign containing an upper dot; the sign for the period is also a lower sign, hence the contraction be is omitted.
1. A young married couple who had just settled down in their new home got a pleasant surprise in their mail one morning—a couple of tickets to one of the best shows in town. But the donor had omitted to send his name, and for the rest of the day the question was:*

7. "Wonder who it was?"**

8. They enjoyed the show; but when they reached home, they found that all their wedding presents had been taken. There was a note from the burglar, saying: "Now you know."

11. —The Policy (England)

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

**Was is not contracted here as it would bring three lower signs together without their being marks of punctuation or Braille composition signs.
1. "Memory of things seen and heard during excitement is unreliable. To prove this,

2. a professor* staged a fake riot to**

3. frighten and surprise his class. Four

4. persons rushed into the classroom, fought

5. one another and smashed furniture for

6. 30 seconds and then rushed out. Questioned, only three of the 29 witnesses

7. even knew how many persons had entered the room."

Freling Foster—Collier’s

---

11. In time of war, the first casualty

12. is truth.—Boake Carter.

---

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

**The contraction to is not used unless it joins the word that follows.
There are just two more final contractions: ation and ally. Like all final contractions, they are never used alone nor at the beginning of a word, although they may be used at the beginning of a line when a word is divided. The two new signs are:

1. ation*—dot 6, n   ally*—dot 6, y

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

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

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

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

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

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

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

1. On dull Mondays, E. F.

2. Franzel, a grocer of Slinger, Wisconsin,* has a novel way of boosting business.

3. cousin,* has a novel way of boosting business.

4. An alarm clock, with face covered, is set for an unknown hour.

5. cover|ed, is set for an unknown hour.

6. Whenever the bell rings, Franzel does

7. not charge for groceries being purchased

8. at the moment. Curious, hopeful housewives prolong their shopping. —N.Y. World-Telegram (AP)

9. —N.Y. World-Telegram (AP)

10. Taste is the mark of an educated man,

11. imagination the sign of a productive man, and

12. emotional balance the token of a mature man.

—Philip N. Youtz in The Forum

*The contractions be, con, and dis may be used at the beginning of a line in the case of divided words.
The remaining contractions in Standard English Braille are abbreviated words. There are seventy-three of these words which are easily memorized, as there are no new formations to learn; the words are merely abbreviated. These words are as follows:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>about</td>
<td>abv</td>
<td>above</td>
</tr>
<tr>
<td>acr</td>
<td>across</td>
<td>af</td>
<td>after</td>
</tr>
<tr>
<td>ag</td>
<td>again</td>
<td>ag(st)*</td>
<td>again</td>
</tr>
<tr>
<td>alr</td>
<td>already</td>
<td>al</td>
<td>also</td>
</tr>
<tr>
<td>alt</td>
<td>altogether</td>
<td>alw</td>
<td>always</td>
</tr>
<tr>
<td>(be)f*</td>
<td>before</td>
<td>(be)h*</td>
<td>behind</td>
</tr>
<tr>
<td>(be)n*</td>
<td>beneath</td>
<td>(be)s*</td>
<td>beside</td>
</tr>
<tr>
<td>(be)y*</td>
<td>beyond</td>
<td>bl</td>
<td>blind</td>
</tr>
<tr>
<td>(ch)n*</td>
<td>children</td>
<td>(con)cv*</td>
<td>conceive</td>
</tr>
<tr>
<td>cd</td>
<td>could</td>
<td>dcv</td>
<td>deceive</td>
</tr>
<tr>
<td>dcl</td>
<td>declare</td>
<td>dclg</td>
<td>declaring</td>
</tr>
<tr>
<td>gd</td>
<td>good</td>
<td>grt</td>
<td>great</td>
</tr>
<tr>
<td>(be)c*</td>
<td>because</td>
<td>(be)l*</td>
<td>below</td>
</tr>
<tr>
<td>(be)t*</td>
<td>between</td>
<td>(be)j*</td>
<td>below</td>
</tr>
<tr>
<td>(con)cvg*</td>
<td>conceiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brl</td>
<td>braille</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h(er)f*</td>
<td>herself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The letters in parentheses represent contractions.
CHAPTER XIX—Continued

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

1. children above altogether Braille deceive either

2. great about between could deceiving good blind

3. herself declare below also again because

4. although already always almost behind almost

5. against conceive conceiving beneath before after

6. afterward already although beyond declare also

7. declaring again either between altogether

8. blind good behind against Braille beyond

9. because below could either herself although

10. beneath already because according above deceive

11. deceiving declaring good great according

12. children beyond always almost beside across
Now read these words in sentences:

1. The children almost always play behind the barn.

2. The thermometer is already below zero.

3. She herself does a great deal of good Braille.

4. The box fell either behind or beneath the table.

5. He has already left according to schedule.

6. He always does it because he likes to.*

7. The blind man lives across the street.

8. It is already time for the mail again.

9. They left the ladder against the fence.

10. Do not deceive that good man.

11. She is beside herself with grief.

12. That is beyond human endurance.

*The contraction for to must not be used unless it joins the word that follows.
Abbreviated words may be used in combination, but they are not used in this way unless they retain their original meaning. Before we study the remainder of the abbreviated words, read the following:

1. **From the steeple of St. Mary’s**

2. **Church, Cracow, Poland, a bugle**

3. call has been blown every hour for the past

4. 700 years as a tribute to the heroic

5. trumpeter who summoned the people to defend

6. the city from the Tartars. This call always

7. ended on the sudden,* choked note that the

8. trumpeter sounded when he was struck by a

9. Tartar arrow. Freling Foster, in *Collier’s*

10. **Ida Tarbell, biographer of em-**

11. **in|ent men, asked on her 80th birth|day**

12. to name the greatest persons she had ever met,

---

*Three lower signs may not be written together unless all are punctuation or Braille composition signs: en must, therefore, be written out.*
1. replied: "Those nobody knows anything about."

2. **One of the** most magnificent gestures of hospitality in history was

3. made in 1898 by Abdul Hamid II,

4. Sultan of Turkey, when he built

5. a palace in Hereke for the express

6. purpose of entertaining Kaiser Wil-

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

8. Palestine. His visit lasted only

9. three hours. The palace was never

10. used again.

12. —Collier’s
    Freling Foster, *Keep Up with the World*
Now learn the remaining abbreviated words, which are as follows:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>hm—him</td>
<td>hmf—himself</td>
</tr>
<tr>
<td>2.</td>
<td>xs—its</td>
<td>xf—itself</td>
</tr>
<tr>
<td>3.</td>
<td>ll—little</td>
<td>m(ch)*—much</td>
</tr>
<tr>
<td>4.</td>
<td>myf—myself</td>
<td>nec—necessary</td>
</tr>
<tr>
<td>5.</td>
<td>o’c—o’clock</td>
<td>(one)f*—oneself</td>
</tr>
<tr>
<td>6.</td>
<td>(ou)rvs*—ourselves</td>
<td>pd—paid</td>
</tr>
<tr>
<td>7.</td>
<td>p(er)cv*—perceive</td>
<td>p(er)cvg*—perceiving</td>
</tr>
<tr>
<td>8.</td>
<td>p(er)h*—perhaps</td>
<td>qk—quick</td>
</tr>
<tr>
<td>9.</td>
<td>rcv—receive</td>
<td>rcvg—receiving</td>
</tr>
<tr>
<td>10.</td>
<td>rjc—rejoice</td>
<td>rjcg—rejoicing</td>
</tr>
<tr>
<td>11.</td>
<td>(sh)d*—should</td>
<td>s(ch)*—such</td>
</tr>
<tr>
<td>12.</td>
<td>(th)yf*—thyself</td>
<td>to-d—to-day</td>
</tr>
</tbody>
</table>

*Letters in parentheses represent a contraction.
1. tgr—together to-m—to-morrow

2. to-n—to-night wd—would yr—your

3. yrf—yourself yrvs—yourselves

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

4. him its rejoice to-day necessary neither

5. oneself much himself perhaps receive good

6. immediate letter must quick said o’clock tomorrow

7. myself little such would rejoice your

8. yourself to-night perceive to-day receive together

9. should themselves thyself neither paid yourselves

10. receiving rejoicing ourselves necessary must

11. himself immediate letter little quick said

12. to-night perceiving oneself much must its
Now read the following sentences:

1. We should meet him at ten o'clock this afternoon.

2. You must be quick and mail that letter to-day.

3. It is not necessary to do that yourself.

4. It is such a little thing to ask of him.

5. We all rejoice in the good you do.

6. We should receive the goods immediately.

7. Neither one of the sisters will be there.

8. Perhaps I can do that myself either to-night or to-morrow.


10. That is much too much for him to do.

11. He has already received the letter.

12. The little children learn it so quickly.
Now read the following:

1. BOOKPLATE

2. **And please return this book. You may**

3. **think this a strange request, but I find**

4. **that though many of my friends are poor**

5. **arithmeticians, they are nearly all**

6. **good book-keepers.**

   —Sir Walter Scott

7. **It was always good fun, when we were living**

8. **in Brussels, to take visiting English**

9. **friends to Waterloo and get an old**

10. **Belgian sergeant to explain the bat-**

11. **tle. We would be shown the Belgian**

12. **Lion on a pyramid, proudly**
1. overlooking the field; and would learn how on

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

3. were there defeated by the Belgian Army—

4. assisted by the Germans, and a few

5. English.

6. —Jerome K. Jerome

7. *My Life and Times* (Harper)

8. In the United States one infant under

9. a year of age dies from an avoidable

10. accident on an average of every four hours.

11. Smothering by bed clothing is the chief

12. cause of such deaths.

Freling Foster in *Collier's*

You are now reading items which contain all the contractions used in Standard English Braille. The regular Braille books do not have the same spacing between lines that is used here. When you can read a little more quickly and are thoroughly familiar with all the contractions, we shall change gradually to the other spacing. Read all the articles that follow. It will help you immeasurably in the end.
1. Queen Victoria once commanded a professional pianist from Vienna to play for her and some of her children. It was her custom to dismiss the performer with a few words of thanks.

2. and a royal gift, but this musician gave her unusual pleasure. She requested him to play the national hymn of his country,

3. and as the first notes were struck she arose and remained standing until he finished. The old man retired in a transport of pleasure. “She gave me a diamond pin,” he said. “but for her to pay honor
1. to the national hymn of my country was bet-

2. ter than any diamond to me.”

—Orison Swett Marden, Good Manners (Crowell)

3. Silkworm raisers of Japan have

4. trained silkworms to spin on a flat

5. surface, thus doing away not only with

6. cocoons but with the expensive process of

7. boiling the cocoons to kill the chrysalis.

8. A number of worms, at the stage

9. when they must begin to spin, are placed on

10. a flat tray along whose edge is an

11. electric current of low voltage,

12. to prevent their crawling off. After search|ing
1. **about some time for** a suitable place **to** spin,

2. **the** silkworms give up and begin spinning

3. **on** the surface, continuing until they be-

4. **come so** exhaust**ed** they **enter the chrysalis**

5. stage. Then they are picked from the

6. **tray and disposed of.**

    —Chicago Daily Tribune

7. **In many South American movie houses,**

8. **when** patrons **do not like** a picture, **the**

9. **film is stopped at once** and another

10. **started. When** patrons want **to see** a scene

11. **again, it is run over and over until** they

12. **are satisfied.**

    Freling Foster in Collier's

---

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

**Contraction com may be used at the beginning of a line.*
CHAPTER XX—Continued

1. Noel Cow|ard recently telephoned

2. West|ern Union a mildly humorous first-

3. night telegram for Gertrude Lawrence,

4. part of the fun be|ing the signature of Mayor

5. LaGuardia.

6. “I’m sorry,” West|ern Union told him,

7. but you’re not allow|ed to sign a telegram that way.”

8. “All right,” said Mr. Cow|ard, “just sign

9. it ‘Noel Cow|ard’.”

10. “Oh, but that’s just as bad,” she said.

11. “But I am Noel Cow|ard,” said Mr.
1. Cow|ard.

2. “In that case,” said the young lady, “you can

3. sign it ‘Mayor LaGuardia’.”  
   —New Yorker

4. Rub|ber can be made not only as clear,

5. colorless and transpar|ent as plate glass,

6. but also so tou|gh that it will outwear steel.

7. A rub|ber jacket, now used on certain sub-

8. mar|ine cables which are subjected to much abra-

9. sive wear on coral bottoms, has

10. been found capable of outlast|ing several times

11. its thickness of heavy steel armor wire.
   
   Freling Foster in Collier’s

12. In a little American backwoods town
1. is a clock with no machinery except a

2. face, hands and a lever. The lever is con.*

3. nected with a geyser which shoots out an immense

4. column of hot water every 38 seconds,

5. each spout moving the hands forward 38 sec-

6. onds. Since the spouting never varies the

7. tenth of a second, the clock keeps per-

8. fect time.

9. "I hope you have lost your good looks,"

10. George Bernard Shaw once wrote Mrs.

11. Patrick Campbell, "for whilst they last

12. any fool can adore you, and the adoration of

*The contraction for con may not be used here as it would bring two lower signs together when nei-
ter one or the other is in contact with a sign containing an upper dot.
1. fools is bad for the soul. No, give me a

2. ruined complexion and a lost figure and

3. 16 chins and a farmyard of crow's feet and

4. an obvious wig. Then you shall see me come

5. out strong.”

6. No error is so common as to suppose that

7. a smile is a necessary ingredient of the

8. pleasing. There are few faces that can afford

9. to smile. A smile is sometimes bewitching,

10. in general vapid, often a contortion. But

11. the bewitching smile usually beams from the

12. grave face. It is then irresistible.

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

1. When Kansas City (Kansas) cars

2. stop in front of a cafeteria of that city, a

3. boy standing nearby* jots down the license

4. numbers. “For one cent a license num-

5. ber, we can ascertain at the courthouse the

6. names and addresses of the owners,” explains

7. the manager. “Shortly after the visit

8. we mail them cards inviting them to come again.

9. It’s a great mystery to them how we can single

10. them out from the strangers; and it builds up

11. goodwill and prestige for us.”

12. —Postage and Mailbag

*The contraction for by is never used as part of a word.
2. Each night when the English House of
3. Commons ends its sitting the great doors
4. to the lobby are flung open, and the stentorian
5. an voice of the doorkeeper calls: "Who
6. goes home?" The custom is centuries
7. old. In bygone days, link-boys with
8. torches lighted a way for departing members
9. through dark London streets, where footpads
10. lurked. The doorkeeper's cry called
11. them together.
12. —London Daily Telegraph

*Contraction com is not used when it follows the capital sign.
1. At a state banquet given by

2. Frederick the Great of Prussia to his

3. courtiers and noblemen, the monarch asked

4. those present to explain why his revenues

5. continued to diminish despite incoming

6. taxes. An old general of the Hussars

7. remarked dryly, "I will show Your Maj-

8. esty what happens to the money."

9. Procuring a piece of ice, he

10. lifted it high for inspection; then he handed

11. it to his neighbor and requested that it be

12. passed on from hand to hand to the King. By the time
1. It reached Frederick, it was about the size

2. of a pea. —Christian Science Monitor

3. The captain of a ship once wrote in his

4. log, "Mate was drunk to-day." When the

5. mate became normal, he was terribly

6. chagrined and angry; he pleaded with the captain

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

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

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

10. log we write the exact truth."

11. The next week the mate kept the log,

12. and in it he wrote, "Captain was sober"
"One Red Rose annually in the month of June forever" was the rent Baron von Stiegel, of the noted glass works, demanded in 1772 when he deeded a plot of ground to the Zion Evangelical Church at Manheim, Pa. The terms were carried out during the Baron's lifetime, then forgotten, but the old document was found in 1901 and payments were resumed. In 1902, 156 roses were paid in back rent.

N. Y. Herald Tribune
1. **THE ASTOR TEST**

2. At a large banquet Lady Astor

3. once remarked that men were vain\|er than women

4. and, meeting with stormy opposition, declared

5. herself ready to substantiate her statement.

6. Steer\|ing the conversation to men's fashions, she

7. suddenly said in a loud voice:

8. "It's a pity that the most intelligent and

9. learned men attach least importance to the

10. way they dress. Why, right at this table

11. the most cultivated man is wearing the

12. most clumsily knotted tie!"
1. As if on a given signal, every man

2. in the room immediately put his hand to his

3. tie to straighten it.

4. — L’Humeur (Paris)

5. The traffic cops of Bucharest, Rou-

6. mania, conduct themselves with almost superhu-

7. man dignity. No loud bawling-out; no

8. heated arguments. Having taken an offending

9. motorist’s number in silence, the officer

10. returns to his post with out a word. Ex-

11. planation: Bucharest has installed deaf

12. mutes as traffic policemen. — New York Times
1. Set up in Naples in 1924 as a

2. memorial to Enrico Caruso, the

3. largest candle in history, so far as is

4. known, measured 18 feet in height and

5. seven feet in circumference, and weighed

6. three tons. Lighted for 24 hours every

7. year on All Souls’ Day, it is expected

8. to last 1800 years. Freling Foster in *Keep Up with the World*

9. *—Collier’s*

10. Do not hurry, do not flurry,

11. Nothing good is got by worry.

12. A contented spirit is the sweetness of existence.

(From now on, the contractions will no longer be shown in darker type.)
Now you are going to begin to read with single spacing; the spacing that is used in the Braille books. At first, you will be confused and perhaps discouraged for you have become accustomed to the other spacing. Remember that you also found the other spacing difficult at first. The fact that you have been reading with double spacing for so long will not hinder you in any way; you will soon adjust yourself to the change. This is just another step in learning to read Braille and it, also, requires practice.

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

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

<table>
<thead>
<tr>
<th>1.</th>
<th>shed</th>
<th>11.</th>
<th>thy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>far</td>
<td>12.</td>
<td>hand</td>
</tr>
<tr>
<td>3.</td>
<td>show</td>
<td>13.</td>
<td>oust</td>
</tr>
<tr>
<td>4.</td>
<td>off</td>
<td>14.</td>
<td>had</td>
</tr>
<tr>
<td>5.</td>
<td>oft</td>
<td>15.</td>
<td>whose</td>
</tr>
<tr>
<td>6.</td>
<td>form</td>
<td>16.</td>
<td>war</td>
</tr>
<tr>
<td>7.</td>
<td>thy</td>
<td>17.</td>
<td>must</td>
</tr>
<tr>
<td>8.</td>
<td>men</td>
<td>18.</td>
<td>ought</td>
</tr>
<tr>
<td>9.</td>
<td>pin</td>
<td>19.</td>
<td>bow</td>
</tr>
<tr>
<td>10.</td>
<td>on</td>
<td>20.</td>
<td>work</td>
</tr>
<tr>
<td>11.</td>
<td>thy</td>
<td>21.</td>
<td>many</td>
</tr>
<tr>
<td>12.</td>
<td>hand</td>
<td>22.</td>
<td>whose</td>
</tr>
<tr>
<td>13.</td>
<td>me</td>
<td>23.</td>
<td>know</td>
</tr>
<tr>
<td>14.</td>
<td>sin</td>
<td>24.</td>
<td>cannot</td>
</tr>
<tr>
<td>15.</td>
<td>those</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>why</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>these</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>mow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>upon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>right</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The words on the preceding pages were composed of two characters; the words in the exercise to follow are composed of three characters. Read them by columns as you did the others:

|---------|---------|----------|--------|----------|---------|------------|------------|--------|----------|---------|--------|----------|-----------|------------|----------|----------|----------|--------|---------|---------|--------|
Continue reading this exercise the same way:

|----------|-----------|---------|---------|---------|---------|---------|--------|--------|---------|-----------|-----------|--------|--------|----------|----------|--------|------|-------|-------|--------|----------|---------|--------|

The words on the following pages are not preceded by the number of the line, so if you do not read the above words easily, practice reading them again.
The words on this page contain words composed of three and four characters. Continue reading them by columns:

| 1. tough | lunch | invert | seals |
| 2. spout | match | convert | rented |
| 3. known | guest | inward | ounce |
| 4. nothing | posted | insert | pinched |
| 5. stop | porch | instance | patch |
| 6. forest | veranda | instable | niche |
| 7. ghost | clown | hinder | namely |
| 8. stern | night | goodly | scone |
| 9. aster | fight | berry | mushy |
| 10. gown | breathe | merry | muddy |
| 11. China | latch | cherry | move |
| 12. tiny | chintz | formless | moved |
| 13. heart | contend | flying | knot |
| 14. rubber | cloud | cheating | kingly |
| 15. water | quicksand | emblem | jump |
| 16. shoot | quickly | corn | jumble |
| 17. forward | nugget | commanded | tumble |
| 18. since | taken | understand | thimble |
| 19. danced | chances | robber | joke |
| 20. stage | brought | river | jiffy |
| 21. asked | throughout | shiver | hobble |
| 22. stiff | jabber | storm | dismal |
| 23. chief | motherless | grip | mouse |
| 24. staff | trend | spend | yearn |
If you read the preceding exercise comparatively easily, continue with the next one. Always repeat each exercise many times, as the practice is very necessary. The next exercise contains words composed of four Braille characters. Continue to read by columns and read each one many times:

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

<table>
<thead>
<tr>
<th>1.</th>
<th>disown</th>
<th>depth</th>
<th>parchment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>disjoin</td>
<td>daytime</td>
<td>essence</td>
</tr>
<tr>
<td>3.</td>
<td>disinter</td>
<td>center</td>
<td>conference</td>
</tr>
<tr>
<td>4.</td>
<td>group</td>
<td>chowder</td>
<td>occasion</td>
</tr>
<tr>
<td>5.</td>
<td>disgust</td>
<td>cease</td>
<td>entrance</td>
</tr>
<tr>
<td>6.</td>
<td>ground</td>
<td>sender</td>
<td>commerce</td>
</tr>
<tr>
<td>7.</td>
<td>margin</td>
<td>powder</td>
<td>comfortable</td>
</tr>
<tr>
<td>8.</td>
<td>marine</td>
<td>breach</td>
<td>gingham</td>
</tr>
<tr>
<td>9.</td>
<td>winter</td>
<td>cabin</td>
<td>reverence</td>
</tr>
<tr>
<td>10.</td>
<td>spring</td>
<td>laugh</td>
<td>tenement</td>
</tr>
<tr>
<td>11.</td>
<td>ocean</td>
<td>charity</td>
<td>general</td>
</tr>
<tr>
<td>12.</td>
<td>flower</td>
<td>underhand</td>
<td>muffler</td>
</tr>
<tr>
<td>13.</td>
<td>gamble</td>
<td>strap</td>
<td>rainbow</td>
</tr>
<tr>
<td>14.</td>
<td>plush</td>
<td>clever</td>
<td>sanity</td>
</tr>
<tr>
<td>15.</td>
<td>church</td>
<td>offence</td>
<td>school</td>
</tr>
<tr>
<td>16.</td>
<td>fiend</td>
<td>beware</td>
<td>stationary</td>
</tr>
<tr>
<td>17.</td>
<td>heard</td>
<td>modern</td>
<td>stocking</td>
</tr>
<tr>
<td>18.</td>
<td>headed</td>
<td>tarnish</td>
<td>tongue</td>
</tr>
<tr>
<td>19.</td>
<td>finest</td>
<td>contrary</td>
<td>whisper</td>
</tr>
<tr>
<td>20.</td>
<td>longing</td>
<td>lonesome</td>
<td>whistle</td>
</tr>
<tr>
<td>21.</td>
<td>wealth</td>
<td>disorder</td>
<td>ovation</td>
</tr>
<tr>
<td>22.</td>
<td>mandarin</td>
<td>dismay</td>
<td>consume</td>
</tr>
<tr>
<td>23.</td>
<td>gloom</td>
<td>quicksand</td>
<td>section</td>
</tr>
<tr>
<td>24.</td>
<td>soundless</td>
<td>timely</td>
<td>heroine</td>
</tr>
</tbody>
</table>
1. dispatch  resist  adduce
2. choice  sorrow  addict
3. disgusting  songster  discounted
4. discover  stringent  discuss
5. groan  limber  proofs
6. grounded  condense  constant
7. rounded  condition  fiction
8. mountain  fountain  hiccup
9. maple  mansion  proven
10. mental  useless  newest
11. mellow  branch  injury
12. radio  brandish  severe
13. slight  manner  blending
14. brother  street  countless
15. system  mandate  country
16. season  medals  chancery
17. useable  sounded  thereinto
18. obtain  senior  partition
19. globe  senile  gathered
20. copied  silver  totally
21. plate  cellar  throng
22. restful  addition  dryness
23. stitched  highly  contrary
24. converge  brightened  golden
Now read the following words composed of six characters each. Continue to read by columns:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>hilarity</td>
<td>chestnut</td>
</tr>
<tr>
<td>2.</td>
<td>innocence</td>
<td>department</td>
</tr>
<tr>
<td>3.</td>
<td>direful</td>
<td>question</td>
</tr>
<tr>
<td>4.</td>
<td>omission</td>
<td>counterpart</td>
</tr>
<tr>
<td>5.</td>
<td>continuance</td>
<td>hundred</td>
</tr>
<tr>
<td>6.</td>
<td>educate</td>
<td>identity</td>
</tr>
<tr>
<td>7.</td>
<td>conscience</td>
<td>position</td>
</tr>
<tr>
<td>8.</td>
<td>masterful</td>
<td>polite</td>
</tr>
<tr>
<td>9.</td>
<td>quotation</td>
<td>ransom</td>
</tr>
<tr>
<td>10.</td>
<td>scribble</td>
<td>screaming</td>
</tr>
<tr>
<td>11.</td>
<td>guidance</td>
<td>fadeless</td>
</tr>
<tr>
<td>12.</td>
<td>distress</td>
<td>district</td>
</tr>
<tr>
<td>13.</td>
<td>furnish</td>
<td>continent</td>
</tr>
<tr>
<td>14.</td>
<td>watchword</td>
<td>reserve</td>
</tr>
<tr>
<td>15.</td>
<td>aggress</td>
<td>customer</td>
</tr>
<tr>
<td>16.</td>
<td>justice</td>
<td>accepts</td>
</tr>
<tr>
<td>17.</td>
<td>motors</td>
<td>engines</td>
</tr>
<tr>
<td>18.</td>
<td>engrave</td>
<td>continuance</td>
</tr>
<tr>
<td>19.</td>
<td>cabinet</td>
<td>cabaret</td>
</tr>
<tr>
<td>20.</td>
<td>butchery</td>
<td>bucket</td>
</tr>
<tr>
<td>21.</td>
<td>topics</td>
<td>lively</td>
</tr>
<tr>
<td>22.</td>
<td>halves</td>
<td>disclose</td>
</tr>
<tr>
<td>23.</td>
<td>churches</td>
<td>preaches</td>
</tr>
<tr>
<td>24.</td>
<td>sameness</td>
<td>kingdoms</td>
</tr>
</tbody>
</table>
Now read the following by columns—there are two columns to a page. Each line is numbered twice so that you can tell whether you are repeating or omitting a line:

1. Do not go. 1. I will go.
2. Have you it? 2. I have not.
3. A big man. 3. A fat man.
5. A good boy. 5. A dear girl.
7. A pet cat. 7. A sad sight.
10. A warm fur. 10. Some nice people.
11. A cheap ring. 11. One nice day.
15. A wet day. 15. Do pay it.
16. The bright sun. 16. She will sew.
17. A fine lad. 17. I say so.
19. It is far. 19. An old rag.
22. A bright day. 22. Do get it.
23. A very bright day. 23. Do get it here.
Now continue to read these phrases and simple sentences:
(A mark of punctuation denotes the end of the line.)

1. A hot day.
2. A very hot day.
3. A very wet day.
4. A very big man.
5. A very fat boy.
6. Not so long ago.
7. Some very nice people.
8. Do not do it.
9. Do not pay it.
10. It is not far.
11. A very old car.
13. A very bad boy.
15. She will not sew.
16. Do not get it.
17. A very bright sun.
18. A very fine pie.
19. A very high hill.
20. An old house.
22. A very old red house.
23. See the very old red house.
24. Do you see the very old red house?
1. She will not get it.
2. He will not do it.
3. They cannot find it.
4. He will not leave.
5. He will not leave here.
6. She will not play.
7. They will not come here.
8. He will not leave here yet.
9. They will not come here now.
10. See the bright red sun.
11. See our new black cat.
12. The boy has a new toy.
13. The boy has a very new toy.
14. Can you find my dog?
15. Can you find my lost dog?
16. Can you find my lost tan dog?
17. Have you a coat?
18. Have you a new coat?
19. Have you a new black coat?
20. Are you coming here?
21. Are you coming here soon?
22. Are you coming here very soon?
23. Do try to come here as soon as you can.
24. Try to come here and see us as soon as you can.
Continue reading this page in the same way. The phrases and sentences are for practice in going from one line to the next. Read them over and over until you can go from one line to the next without too much difficulty. The numbers will guide you so that you can tell whether you are inclined to repeat or omit lines:

1. The pretty girl.
2. The very pretty girl.
3. The very pretty dark girl.
4. The very pretty tall dark girl.
5. The very pretty tall dark girl alone.
6. The man came here.
7. The old man came here.
8. That old man came here yesterday.
9. The very old man came here yesterday.
10. The very nice old man came here yesterday.
11. The red brick house.
12. The new red brick house.
13. The nice new red brick house.
14. Open the window.
15. Please open the window.
16. Do please open the window.
17. Please open the window very soon.
18. Open the window for me if you can.
19. The train was late.
20. The train was very late.
21. Her train was very late.
22. Her train was very late indeed.
23. His train was very late in arriving.
24. I hear that his train will be late.
25. He says that his train will be late.
From now on a mark of punctuation no longer denotes the end of a line. The lines are still being numbered in Braille:

1. If you love the
2. scent of flowers,
3. plant those which smell
4. the sweetest near the
5. house. Border the walk
6. to the entrance with English
7. lavender or old-
8. fashioned pinks; plant
9. clumps of phlox,
10. climbing roses, sweet
11. alyssum, mignonette,
12. stock and sweet
13. William, narcissus
14. and hyacinth, near the
15. living-room windows.
16. Nicotiana, which
17. smells sweetest at
18. night, belongs under
19. bedroom windows, as do
20. lilacs. Brier and
21. other old-fashioned
22. roses and flowering
23. currant blooming near the dining
24. room will waft their delicate
1. perfume into the room.
2. For your garden walks,
3. try Francis Bacon’s
4. plan, and plant them
5. with “burnet, wild
6. thyme and water mints,
7. which perfume the
8. air most delight-
9. fully when trodden
10. upon and crushed, so that
11. you may have pleasure
12. when you walk.”

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

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

—Editorial in Woman’s Home Companion

15. —

16. A riot in France
17. is one of the most remark-
18. able things in the world.
19. The frenzied com-
20. batants maintain
21. perfect discipline.
22. There is no fighting
23. at all between 7:30 p.m.
24. and 9, when everyone
takes time out for
dinner. During the
riots of 1934, com-
munists, royalists, fascists,
socialists fought
shoulder to shoulder under
red flag and tricolor
against the police and the
Garde Mobile. But
fighting stopped on the
stroke of midnight,
because the Paris Métro
(underground) stops
running at 12:30,
and no one wanted to
walk home. Bloody
bandaged fighters and
police jostled their
way into the trains
together. Promptly
at 7:30 the next
morning, the riot
started again.

—John Gunther, Inside Europe (Harper)
GOOD SAMARITANS BY-THE-HOUR

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

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

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

—Promenade

Read each of these articles twice:

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

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

—Lippincott's

Be sure to read all articles the second time.

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

—Christopher Morley, Mince Pie (Lippincott)

APPLIED PSYCHOLOGY

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

—George Tucker

19. The test of good manners is
20. being able to put up pleasantly
21. with bad ones.
ONLY 25 YEARS AGO

Alexander Woollcott in a “Town Crier” Broadcast

The young among you would be surprised at how much we didn’t know.

25 years ago. Look back, for example, to 1912 and a young reporter on the New York Times in whom I feel an almost morbid interest. His name is Alexander Woollcott; he is 25; and we might describe him in terms of things he doesn’t know.

Let’s see:

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

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

1. You Can Learn to Read Braille

2. THE CALENDAR IS OUT OF DATE

3. *The American Mercury*

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

5. Anthony M. Turano

6. When Great Britain adopted the Gregorian Calendar in 1752, making that year

7. shorter by 11 days, irate Cockneys

8. threatened a revolution to compel Parliament to

9. "give us back our fortnight." We recog-

10. nize today that no government can curtail a

11. citizen's life by a stroke of the pen; yet the

12. same affection for time-hallowed antiquities

13. prevails. An absurd hodgepodge of

14. months and days, invented by the Romans 2000

15. years ago, still regulates our activities.

16. If the housewife wishes to balance her budget

17. or resolve a personal question of

18. progeny, she must pause to recite a stupid
1. little rhyme about “Thirty days hath September.” Grave legislators cannot fix terms of court except through such pitiful circumlocutions as the “first Monday after the first Sunday” of a certain month. Without employing an expert to prorate and average his books, the shopkeeper who pays weekly wages is never sure whether he is in the black or red—a month with five paydays will change his profits to liabilities. An even greater annoyance is that Easter may occur at any time from March 22 to April 25. Nobody clearly understands why the Lord’s Birthday recurs on a definite date, while the anniversary of the Resurrection varies with the moon. Nevertheless, merchants must annually fit their activities to lunar caprice, never knowing, when Easter comes frigidly early or torridly late, to what degree shopping customs will yield to common sense. Similar speculations are necessarily made by transportation companies, to accommodate holiday travel.
2. Statistical prevarication is inevitable under
3. the prevailing calendar. For example, all
4. departments of the federal government render quarterly accountings to the Director of the Budget.
5. But the quarters contain respectively 90, 91, 92 and 93 days. Consequently, it
6. has been officially stated that errors "in existing government statistics may be found in every
7. department."
8. It is not surprising that, in response to a
9. United Press questionnaire, business leaders voted 37 to 3 in favor of calendar revision. The same dissatisfaction with the present system has been voiced by the American
10. Labor Conference, the International Labor
11. Office, the National Education Association and the
12. American Association for the Advancement of
14. Our present calendar is the result of
15. cosmological accident, aggravated by mundane stupidity. Ancient man, naturally
16. ignorant of the fact that the solar year contains
17. 365 days, 5 hours, 48 minutes and
2. 45.51 seconds, tried to compute a solar year by the phases of the moon. What makes lunar calendars unavoidably lunatic is the fact that a 12-moon period is about 11\frac{1}{2} days short of a solar year; and the accumulating lag eventually causes the winters to arrive in summer. The orthodox Jews, who still use a lunar calendar, synchronize their seasons by intercalating an extra month every two or three years.

12. The early Romans struggled along on a 10-month year of 304 days until the seventh century B.C., when Numa Pompilius added January and February. But the length of the year remained so uncertain that the high priests habitually shortened it when their political opponents were in office, and lengthened it to please their favorites.

20. In the meantime, by studying the shadows of their pyramids, the Egyptians had agreed upon a solar year of 365\frac{1}{2} days, which they divided into 12 months of 30 days, with five extra days for non-calendrical jollification,
and a leap year in every four.

This system was adapted to the Roman world when Julius Cæsar decreed that the year 46 B.C. be prolonged to 445 days, in order to catch up with the sun. Because of the current superstitions in favor of odd numbers, the five feast days were distributed among the months. A day was clipped from Februarius and given to Quintilis, which was renamed Julius in honor of the calendar-maker. A second amputation was later performed on Februarius by Augustus, who gave the day to his own birth-month of August.

Subsequently, in 325 A.D., the Council of Nicaea established a seven-day week, which began to travel in utter independence of the months and years. It was further ordered that Easter must be celebrated on a day to be fixed partly according to the first moon after the vernal equinox, and partly to prevent the holiday from coinciding with the Jewish Passover. In 1582 Pope Gregory corrected Cæsar’s astronomy by ordaining that
2. three leap years be dropped every four centuries.
3. The result is a chaotic jumble of time units that is utterly incompatible with this age of precision. The confusion is rendered even worse by the fact that some nations have adopted the Gregorian calendar for international purposes, without enforcing it in their internal affairs. At present, there are different New Years for Armenians, Moslems, Copts, Hindus and Hebrews. A plane leaving London on January 5, 1939, reaches Belgrade, Yugoslavia, the same day, but on a date designated as December 23, 1938.
4. The need for a new calendar is widely recognized. When the question was first considered by the League of Nations in 1923, the delegates came forth with 185 different proposals, each claiming some superiority over the prevailing system.
5. This babel of voices has since piped down to two plans of practical merit. One
You Can Learn To Read Braille

2. is the Positivist Calendar, dividing the
3. year into 13 months of four weeks each, with
4. an unnumbered extra day between December and
5. January, and a Leap day every four years at the
7. be inserted between June and July. But a 13-
8. month year would be a total stranger to its
9. Gregorian predecessors, to the added con-
10. fusion of historians and accountants. And the
11. superstitious would pale at a calendar with an
12. unlucky Friday falling regularly on the
13. 13th of each month, 13 times a year.
14. The bulk of international support has gone
15. to the World Calendar, a 12-month scheme that
16. would remove most of the faults of the present
17. system, without drastically upsetting established
18. customs. The year would consist of equal quar-
19. ters, each having a month of 31 days fol-
20. lowed by two months of 30 days. Every quarter would
21. have 13 even weeks, and would begin on Sunday
22. and end on Saturday. The 365th day of the year
23. would be observed as a supernumerary Saturday,
24. known as Year End Day; and there would be a
2. quadrennial “Leap Day” between June and
3. July. By introducing the reform at the close
4. of 1939, or 1944, the year would invariably
5. begin on Sunday; and any given date would
6. fall on the same day of the week each year.
7. Thus the bookkeeper could compare one quarter with
8. another, without adjustment; and the months would all
9. contain 26 weekdays. An incidental ad-
10. vantage is that Christmas and New Year’s
11. would always be week-end holidays, a welcome
12. phenomenon that now occurs at rare intervals.
13. The World Calendar has already been endorsed
14. by the representatives of 14 nations; and fa-
15. vorable action by the United States may be
16. inferred from the friendly attitude of our
17. Central Statistical Board, which is com-
18. posed of four cabinet members. France and
19. England have postponed action, pending ecclesi-
20. astical agreement on the position of Easter;
21. but there seems to be no religious obstacle.
22. According to the pronouncement of the Holy See,
23. “no question of dogma” is raised by pro-
24. posed calendar reform, or a stationary Easter.
2. Most of the Protestant denominations agree in
3. substance with the Archbishop of Canterbury, who
4. finds it “impossible to resist the pleas of re-
5. form” which come “with practical unanimity from
6. trade, industry and commerce throughout the civ-
7. ilized world.”


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

12. —G. K. Chesterton.

13. ROSES IN DECEMBER
14. If you want roses from your own garden in
15. winter, go round the beds in summer in the early
16. part of the day, when the dew has all dried from
17. the rosebuds and select those just showing color.
18. Cut them with a sharp knife, leaving as long a
1. **You Can Learn to Read Braille**

2. stem as possible. Have ready some melted wax,

3. and immediately dip the cut stems into this. Allow the

4. wax to set; then wrap the buds in tissue

5. paper and pack them in a box. Put the rosebuds

6. in a dry, cool place where there is no dan-

7. ger of frost. When the rosebuds are wanted,

8. unwrap them, cut off the waxed ends, and put

9. them in tepid water. The buds will gradually

10. open, and be as fresh as if newly gathered.

11. —Margaret G. Cameron in *Gardening*

12. Sir Arthur Conan Doyle once re-

13. lated a bantering conversation he had had with a

14. $10-a-week actor who was in the cast of one

15. of his plays. The young chap had laughingly sug-

16. gested that the two agree to divide their in-

17. comes with each other for the rest of their lives, but

18. naturally Sir Arthur had refused such a

19. ridiculous offer. The $10-a-week youngster

20. was Charlie Chaplin.

21. —The Christian Science Monitor
In 1900 my father, together with other sturdy yeomen of his generation, characterized the automobile as an impractical "fool contraption."

"Where is the money coming from to develop it?"

they asked. "There are no roads for its use."

"There may be a sale for two or three thou-
sand but that is all."

Such skepticism and downright opposition have met the introduction of practically every time-
and labor-saving invention we have. The devel-
oment of new products rarely springs from popular demand. On the contrary, it takes persistent persuasion to bring human beings to accept a higher standard of living.

And cantankerous opposition does not come solely from the ignorant masses. Patent Office officials once derided a man who haunted their corridors. They called him "the fool who would ride on air" because he had
1. You Can Learn to Read Braille

2. an idea for a pneumatic tire. When Sam
3. F. B. Morse offered his telegraph in-
4. strument to the government, the Post Office
5. Department reported that the idea was imprac-
6. tical. In 1865 an Eastern newspaper
7. said, "Well-informed people know that it is impossible
8. to transmit the human voice over wires and
9. that, were it possible to do so, the thing would be of no
10. value." Forty-two years ago a New
11. York paper ridiculed a man who had the
12. "crazy notion" that he could supplant gas
13. lights with electricity. In London, when
14. a Parliamentary committee reported on a
15. plan for using arc lights on the streets, they
16. were asked if they had consulted the views of
17. Mr. Thomas Edison, of America. The
18. reply is there for all to read: "No, because
19. Mr. Edison has no scientific standing;"
20. Parliament, reflecting popular prej-
21. udice, once passed a law forbidding the laying
22. of track for Stephenson's locomotive.
23. Stephenson had his surveying instruments smashed
24. so often that he hired a prize fighter to carry
25. them. Ministers declared the locomotive "in
2. direct opposition both to the law of God and
direct opposition both to the law of God and
to the most enduring interests of society.”
to the most enduring interests of society.”
4. Medical societies declared that “the air would be
Medical societies declared that “the air would be
poisoned and birds would die of suffocation.”
poisoned and birds would die of suffocation.”
6. That was only 100 years ago, and the same
That was only 100 years ago, and the same
opposition, in different form and degree, today
opposition, in different form and degree, today
8. meets pioneering industry which has something new
meets pioneering industry which has something new
9. to offer the public.
to offer the public.
10. The need for new things is imperative.
The need for new things is imperative.
11. What is a higher standard of living? Nothing but
What is a higher standard of living? Nothing but
new things for more people. Last year 40 percent of the
new things for more people. Last year 40 percent of the
sales of one of our largest corporations came
sales of one of our largest corporations came
from things developed within the past 10 years. More
from things developed within the past 10 years. More
than a million new inventions have found their
than a million new inventions have found their
way into retail stores during the past 50
way into retail stores during the past 50
years. “Found their way?” Hardly. Someone with
years. “Found their way?” Hardly. Someone with
sleepless energy found a way for them. And 18
sleepless energy found a way for them. And 18
of them developed into industries so great that they
of them developed into industries so great that they
now provide employment for 9½ million
now provide employment for 9½ million
people, a fourth of all those gainfully employed.
people, a fourth of all those gainfully employed.
22. If we study any of these developments,
If we study any of these developments,
we find their success was invariably due to cer-
we find their success was invariably due to cer-
tain “exciters”—trail blazers who prodded
tain “exciters”—trail blazers who prodded
us out of our inertia, who maintained constant
pressure upon us to accept the higher standards that we resisted.

Who are the "exciters" who sustain this pressure for progress? They are a small group, but, endowed with the vision of the prophet and the ardent persistence of the evangelist, they have a distinct ability to stimulate men to an increased exchange of their labor for the goods and services of others.

In the language of the street, we call it "selling." And in recent years we have tended to decry it. We recognize peculiar ability in other fields—in art, music, science—but we have come to feel that the peculiar ability of the stimulators of material progress is something to be ashamed of. Yet the simple fact is that the United States is kept a going concern through the indestructible spirit of these ambassadors of the more abundant life. Who is it that speeds obsolescence, abhors stagnation, accelerates turnover, prevents frozen assets? Who creates and conserves employment, profits and
dividends? None other than the stimulator of trade.

Suppose all the brisk evangels of "selling" called it a day and quit—there you would have deflation with a vengeance. The famed American standard of living would collapse like the purely artificial thing it is. That hoary old fraud "demanded" would fade out with the completeness of an eclipse of the sun.

The "exciters," and no one else, are responsible for every wealth-producing enterprise that makes for continuous employment. They are responsible for those telephone wires, that radio aerial, that airplane, that automobile, that power plant, the bank, the insurance company, the water works under the city. In fact, everything in the industrial field came from a small group of enthusiasts who would not let go of a "fool" idea, and who constitute the only agency possible to give us continuous and creative employment of all our resources.

Since the United States is kept a going concern, not by the politicians, but by the stimulators of business and pioneers of new
things, let us not deny our prospectors their grubstake of encouragement and capital. And let us make sure that we do not deny them their share of praise and recognition and profit when the oil comes in.

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

—Vansant Coryell in *The Christian Science Monitor*

THE END

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

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

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

<table>
<thead>
<tr>
<th>DISTRIBUTING LIBRARY</th>
<th>GEOGRAPHICAL AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>California, Sacramento</td>
<td>California, Nevada.</td>
</tr>
<tr>
<td>California State Library.</td>
<td></td>
</tr>
<tr>
<td>California, Los Angeles</td>
<td>California, Arizona.</td>
</tr>
<tr>
<td>Braille Institute of America, Inc.</td>
<td></td>
</tr>
<tr>
<td>Braille Institute Library.</td>
<td></td>
</tr>
<tr>
<td>Colorado, Denver</td>
<td>Colorado, Nebraska, New Mexico.</td>
</tr>
<tr>
<td>Denver Public Library.</td>
<td></td>
</tr>
<tr>
<td>District of Columbia, Washington</td>
<td>District of Columbia, Maryland, Virginia, South Carolina.</td>
</tr>
<tr>
<td>Library of Congress, Service for the Blind.</td>
<td></td>
</tr>
<tr>
<td>National Library for the Blind, Inc.</td>
<td></td>
</tr>
<tr>
<td>Georgia, Atlanta</td>
<td>Georgia, Florida, Alabama.</td>
</tr>
<tr>
<td>Carnegie Library of Atlanta.</td>
<td></td>
</tr>
<tr>
<td>Victor H. Kriegshaber Memorial Lighthouse for the Blind.</td>
<td></td>
</tr>
<tr>
<td>Hawaii, Honolulu</td>
<td>Hawaii.</td>
</tr>
<tr>
<td>Library of Hawaii.</td>
<td></td>
</tr>
<tr>
<td>Illinois, Chicago</td>
<td>Northern half of Illinois, north of</td>
</tr>
<tr>
<td>Chicago Public Library, Department of Books for the Blind.</td>
<td>Springfield; Wisconsin.</td>
</tr>
<tr>
<td>Illinois, Jacksonville</td>
<td>Southern half of Illinois, including</td>
</tr>
<tr>
<td>Illinois School for the Blind. Illinois Free</td>
<td>Springfield; Iowa.</td>
</tr>
<tr>
<td>Circulating Library for the Blind.</td>
<td></td>
</tr>
<tr>
<td>Indiana, Indianapolis</td>
<td>Indiana.</td>
</tr>
<tr>
<td>Indiana State Library, Service for the Blind.</td>
<td></td>
</tr>
<tr>
<td>Louisiana, New Orleans</td>
<td>Louisiana, Mississippi.</td>
</tr>
<tr>
<td>New Orleans Public Library, Library for the Blind.</td>
<td></td>
</tr>
<tr>
<td>Massachusetts, Watertown</td>
<td>Massachusetts, Connecticut, Maine, New Hampshire, Rhode Island.</td>
</tr>
<tr>
<td>DISTRIBUTING LIBRARY</td>
<td>GEOGRAPHICAL AREA</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Michigan, Detroit</td>
<td>Wayne County, Michigan. Wayne County Library, Department for the Blind.</td>
</tr>
<tr>
<td>Michigan, Saginaw</td>
<td>Michigan, except Wayne County. State Library for the Blind.</td>
</tr>
<tr>
<td>Minnesota, Faribault</td>
<td>Minnesota, North Dakota, South Dakota. Minnesota School for the Blind Library.</td>
</tr>
<tr>
<td>Missouri, St. Louis</td>
<td>Missouri, Kansas. St. Louis Public Library, Department for the Blind.</td>
</tr>
<tr>
<td>Ohio, Cincinnati</td>
<td>Southern half of Ohio, south of Columbus; Kentucky, Tennessee. Cincinnati Public Library, Cincinnati Library Society for the Blind. Clovernook Home for the Blind, Mount Healthy, Ohio.</td>
</tr>
<tr>
<td>Ohio, Cleveland</td>
<td>Northern half of Ohio, including Columbus. Cleveland Public Library, Department for the Blind.</td>
</tr>
<tr>
<td>Oklahoma, Oklahoma City</td>
<td>Oklahoma, Arkansas. Oklahoma Library Commission.</td>
</tr>
<tr>
<td>Pennsylvania, Pittsburgh</td>
<td>Western half of Pennsylvania, west of Harrisburg; West Virginia. Carnegie Library of Pittsburgh, Division for the Blind.</td>
</tr>
<tr>
<td>Texas, Austin</td>
<td>Texas. Texas State Library.</td>
</tr>
<tr>
<td>Utah, Salt Lake City</td>
<td>Wyoming. Salt Lake City Public Library.</td>
</tr>
</tbody>
</table>
LIST OF SOME OF THE BETTER KNOWN MAGAZINES

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


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

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

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

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

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

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

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

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

The Herald of Christian Science (Christian Science magazine.) Published quarterly in Grade One and a Half Braille; $1.00 a year. Address: The Christian Science Publishing Society, 1 Norway Street, Boston, Massachusetts.

Jewish Braille Review (Contains articles of interest to Jewish readers.) Published Monthly in Standard English Braille Grade II; distributed free. Address: Jewish Braille Institute of America, Inc., 1825 Harrison Avenue, Bronx, New York.

The John Milton Magazine (A religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: John Milton Society, 156 Fifth Avenue, New York, New York.

The Lamp (A religious magazine.) Published quarterly in Standard English Braille Grade II; distributed free. Address: Christian Association for the Blind, 383 East 141st Street, New York, New York.

The Lutheran Messenger for the Blind (A religious magazine.) Published monthly in Standard English Braille Grade II; distributed free. Address: Braille Institute of America, Inc., 741 North Vermont Avenue, Los Angeles, California.

Lux Vera (A Catholic religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: Joseph Gockel, 2342 North 36th Street, Milwaukee, Wisconsin.

Matilda Ziegler Magazine for the Blind (Contains articles of general interest.) Published monthly in Grade One and a Half Braille with some of the contractions of Standard English Braille Grade II; distributed free. Address: Matilda Ziegler Publishing Company for the Blind, Monsey, New York.

Our Special (A magazine for women readers.) Published monthly in Grade One and a Half Braille; distributed free. Address: National Braille Press, 110 Tremont Street, Boston, Massachusetts.

Outlook for the Blind (A magazine for professional workers for the blind.) Published 5 times a year; 40c a year. Address: American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York.

The Reader's Digest (A Braille reproduction of the inkprint magazine.) Published monthly in Standard English Braille Grade II; Subscription price $10.00 a year. Address: American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky.

Unity Daily Word (A religious magazine.) Published monthly in Grade One and a Half Braille; distributed free. Address: Unity School of Christianity, 917 Tracy Avenue, Kansas City, Missouri.

The Weekly News (Current news.) Published weekly in Standard English Braille Grade II; distributed free. Address: National Braille Press, Inc., 110 Tremont Street, Boston Massachusetts.
This book may be kept two weeks; fine if detained longer two cents a day. Subject to renewal.

No book lent to anyone having fines or penalties unsettled.

Borrowers will be held responsible for imperfections of book, unless the same are reported when the book is taken.

Extract From City Library Rules

Any person who shall mark, tear, or in any manner whatever, injure, deface, mutilate or destroy any book, pamphlet, or other property of the Free Public Library of Salt Lake City, shall be guilty of a misdemeanor, and shall be punishable by fine not to exceed fifty dollars.

KEEP YOUR CARD IN THIS POCKET

LIBRARY BUREAU CAT. NO. 1168