# ENGLISH BRAILLE AMERICAN EDITION 1994 <br> Revised 2002 

Developed Under the Sponsorship of the BRAILLE AUTHORITY OF NORTH AMERICA


Adopted, November 4, 1994

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The history of the evolution of braille has been long and, at times, difficult. No recount will be made here of the various developments the system has passed through during the years. The present volume adds one more significant revision in the attempt to bring about new and increased advantages of readability in the touch method of communication for the blind.

Quite appropriately, this work is being published in a year of some importance in the field of work for the blind. 1959 marks the 150th anniversary of the birth of the celebrated young Frenchman, Louis Braille, for whom the present system of embossed writing was named. It also was just one hundred and thirty years ago, in 1829, that the governors of the Institution Royale des Jeunes Aveugles de Paris arranged for the publication of the first official description of the system under the title of "Method of Writing Words, Music and Plainsong by Means of Dots, for Use of the Blind."

This work has resulted from nine years of study by the Joint Uniform Braille Committee and the AAIBAAWB Braille Authority. Many meetings, including a conference in London in 1956 with the British National Uniform Type Committee, and a number of draft revisions, finally brought about this completed manual. A distinct variance in preferred language usage here in America and in the United Kingdom dictated that braille readers on both sides of the Atlantic could best be served with separate, though basically similar, codes designed to apply to the English language as practiced in each country. Readers in either country, however, should experience no difficulty in enjoying the braille books published in both countries.

By official resolutions of the AAIB and AAWB in convention in Vancouver and Philadelphia in 1958, "English Braille—American Edition, 1959," becomes the authorized braille code for use in the United States, as of January 1, 1959.

JOINT UNIFORM BRAILLE COMMITTEE, 1950-1958

Alfred Allen<br>Robert W. Beath<br>Francis J. Cummings, Ph.D.<br>Marjorie S. Hooper

Florence Horton
Bernard M. Krebs
Paul J. Langan
L. W. Rodenberg

## FOREWORD TO THE 1962 REVISION

With the completion and adoption in 1958 of "English Braille—American Edition-1959," it was recognized that the hoped for efficiency of the new basic literary braille code could only be demonstrated by experience, in spite of the long years of study which had gone into its development. This 1962 revision, therefore, is the result of three-and-a-half years of use of the 1959 code. No changes have been made in the code itself. Rather, the revision consists primarily of demonstrated necessary additional clarifications and interpretations of the rules of usage. Only three new signs have been added-all of them needed for the embossing of textbook or technical materials, i.e., a sign for the ditto mark, plus two additional signs required for the representation of pronunciation for use in glossaries, dictionaries, etc. Also included is a clarification of the way to write a combination of Greek letters which may appear in regular English context. Hopefully, these clarifications and additions will meet the needs of braillists for many years to come.

The adopting resolutions of the AAIB and AAWB in 1958 included the creation of an authority to succeed the Joint Uniform Braille Committee. The three members of the AAIB-AAWB Braille Authority are appointed jointly by the presidents of the two Associations. In addition to complete responsibility for the expansion, clarification, and interpretation of the basic literary braille code for use in the United States, it is the duty of the Braille Authority to provide for the development and/or clarification and interpretation of technical braille codes for music, mathematical and scientific notations, textbook techniques and format, etc. To accomplish these goals, the Braille Authority draws upon the aid and guidance of recognized authorities in their respective fields. In addition, provision has been made by the Authority for adequate pre-testing of proposed new codes and usages before recommending them for adoption. Final official adoption of all codes, however, including rules of usage, lies with the two professional associations of work for the blind, the American Association of Instructors of the Blind and the American Association of Workers for the Blind.

## AAIB-AAWB BRAILLE AUTHORITY

Maxine B. Dorf (1959- )
Marjorie S. Hooper (1959- )
Bernard M. Krebs (1959- )
Paul J. Langan (1959-1959)

The expansion and clarification of the rules of the literary braille code adopted by the conventions of AAWB and AEVH in 1968, are the outgrowth of the rapport between braille publishers and transcribers and the Braille Authority. The flow of inquiries on rule interpretations from workers in the field have pointed up areas in the code which required amplification and definition. All questions and suggestions have been analyzed for their broader implications, and only those principles have been instituted which are deemed to enhance reading ease and efficiency.

In addition to a few instances of rewording for clarification, the following rules have been expanded and updated:

1. Section 22. The entire rule on footnotes has been revised to conform to the methods used in textbook transcriptions which has proven so effective.
2. Section 34.d. In addition to entry words found in the dictionary, contractions should be used in common terms for a particular subject, such as botany, medicine, music, etc., when they are listed in the glossary of the book or when they are explained in the text where they are originally introduced. Contractions should also be used in coined words in science fiction.
3. Section 34.e. Part-word contractions should be used rather liberally in dialect.

To insure that the literary code and all other braille codes in the technical fields are maintained at a current high standard of efficiency, the Braille Authority and its Advisory Committees attempt to keep abreast of new innovations of characters and formats being used in ink-print publications, as well as of problems encountered by both braillists and readers. By doing so, the braille codes continue to be living, vital tools in the dissemination of education and recreation for blind people.

## AAWB-AEVH BRAILLE AUTHORITY

Maxine B. Dorf (1959- )
Freda Henderson (1967- )
Marjorie S. Hooper (1959- )
Bernard M. Krebs (1959- )
Alice M. Mann (1967- )

The rule changes to the literary code, English Braille American Edition, approved by the Braille Authority of North America in April 1980, July 1987 and October 1991, previously issued as addenda, have been incorporated into this edition.

The 1980 changes were made to facilitate automatic input and processing by the computer. The 1987 and 1991 changes reflect the move towards eliminating differences between English Braille American Edition and British Braille-A Restatement of Standard English Braille, and the rules followed by other countries using variants of these two English braille codes.

The rule changes of 1987 and 1991 came about as a result of two international conferences on English braille, sponsored by the Braille Authority of North America and the Braille Authority of the United Kingdom, held in Washington, D.C. in 1982 and in London, U.K. in 1988. Resolution 14, adopted at the 1982 International Conference and approved by BANA, states that "The division of words be regarded as a matter of formatting on which each braille-producing agency will formulate its own policy in accordance with a standard dictionary." This policy allows braille-producing agencies the necessary flexibility in applying Rule I §5.a. with regard to word division.

Clarifications, revisions to examples and minor changes in the wording have been made to the rules and known misprints have been corrected. Where a salient point was conveyed previously only by example, that point has now been incorporated into the wording of the rule. Any format amendments have been made to reflect current practice. Where a provision has been deleted, a reference to the appropriate official BANA publication has been given. The section numbers of changes and wording clarifications are listed beginning on page $x$ for your convenience.

When English Braille_American Edition-1959 was published, the Code of Braille Textbook Formats and Techniques was not in existence. In this edition, references to the textbook format code have been added where it would be preferable to follow the rules of the Code of Braille Textbook Formats and Techniques, most recent edition.

The entire section on tables previously in the appendix has been deleted in anticipation of the BANA approved standard format for tables. If this new document is not available, please refer to Appendix A, section 5 of English Braille-American Edition-1959.

Jacquie White, a volunteer braille transcriber for The Canadian National Institute for the Blind, is acknowledged for her work in producing the print and braille editions.

There are some changes in the format used in this printing. All rules begin on right-hand pages. Each unit and rule is paginated so that each is free-standing in order to facilitate updating by reprinting only those pages affected. All examples in the rules and appendices have been presented in simulated braille, therefore the method used previously to indicate contractions in print words has been omitted except in the list of Typical and Problem Words.

The Braille Authority of North America was formed in 1976 to succeed the AAWB-AEVH Braille Authority.

The BANA Literary Technical Committee was formed in 1978. Its members have worked diligently to write the rule changes, and since 1992 to produce this new edition for easier reference. The Committee is receptive to suggestions about the code and the format of this edition. Please direct your comments to the Chairman of BANA, c/o Suite 1100, 1010 Vermont Avenue NW, Washington, DC 20005, USA.

## BANA LITERARY TECHNICAL COMMITTEE

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Norma Schecter (1980- )
Joseph Sullivan (1980- )
John Wilkinson (1988- )

The rule changes to the literary code, English Braille American Edition 1994, approved by the Braille Authority of North America in November 1995, April 1998 and November 2002 have been incorporated into this revision.

The 1995 changes to Rule VII clarify how fractions, mixed numbers and decimal numbers connected by a hyphen or dash are to be written. The 1998 addition of section 27.g to Rule VI provides for the brailling of electronic addresses and file names according to the rules of the Computer Braille Code 2000 while a new section of Appendix C gives a summary of the pertinent rules and symbols.

The 2002 changes to section 31.b of Rule VIII provide a symbol for the euro. In March 2002, BANA resolved that the terms "Grade 1 Braille" and "Grade 2 Braille" would no longer be used in its publications and the terms "Uncontracted Braille" and "Contracted Braille" would be used instead. This revision shows this change in Definition of Braille and in Appendix C.

Since the 1994 edition was published, the Code of Braille Textbook Formats and Techniques 1977 was revised and published under the new title Braille Formats: Principles of Print to Braille Transcription 1997. This publication now includes formats for tabular material. References to this publication in EBAE have been updated to reflect these changes.

The section numbers of substantive changes are listed on page xi for your convenience.
The BANA Literary Technical Committee welcomes suggestions about the code and its format. Please direct your comments to the Chairman of BANA, www.brailleauthority.org/chairperson.html.

## BANA LITERARY TECHNICAL COMMITTEE

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Margaret Robinson (2002- )
Norma Schecter (1980- )
Joseph Sullivan (1980- )
John Wilkinson (1988- )

| Rule | Section |
| :--- | :--- |
| VI |  |
| VII | 27.g. new |
|  | 28.c.(2) new <br> 28.d.(2) new <br> 28.f.(2) new |
| VIII | 31.b. addition <br> 31.b.(1) change and addition <br> 31.b.(2) change and addition |

App. $\underline{\text { Section }}$
A 5. change
C 3. new

# ENGLISH BRAILLE AMERICAN EDITION 1994 

## DEFINITION OF BRAILLE

Braille is a system of touch reading for the blind which employs embossed dots evenly arranged in quadrangular letter spaces or cells. In each cell, it is possible to place six dots, three high and two wide. By selecting one or several dots in characteristic position or combination, 63 different characters can be formed. To aid in describing these characters by their dot or dots, the six dots of the cell are numbered $1,2,3$, downward on the left, and 4,5 , 6 , downward on the right, thus:


The 63 possible characters have a systematic arrangement and are universally grouped in a table of seven lines, as follows:


Line 1 is formed of dots $1,2,4,5$.

Line 2 adds dot 3 to each of the characters of Line 1.
Line 3 adds dots 3-6 to each of the characters of Line 1.

Line 4 adds dot 6 to each of the characters of Line 1.

Line 5 repeats the characters of Line 1 in the lower portion of the cell, using dots 2, 3, 5, 6.

Line 6 is formed of dots $3,4,5,6$.

Line 7 is formed of dots $4,5,6$.

Braille, as officially approved, comprises two systems. Uncontracted Braille is in full spelling and consists of the letters of the alphabet, punctuation, numbers, and a number of composition signs which are special to braille. Contracted Braille consists of Uncontracted Braille plus 189 contractions and short-form words, and should be known as "English Braille." Uncontracted braille should be designated as "Uncontracted English Braille." These systems have previously been designated as Grade 1 Braille (uncontracted braille) and Grade 2 Braille (contracted braille). Below is a complete chart of the braille characters and their meanings:
(Note: For other systems (grades) of braille, see App. C.)

## ALPHABET AND NUMBERS

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a | b | C | d | e | f | g | h | i | j |
| $\because:$ | $\bullet$ | $\because \because$ | $\bullet$ |  | $\because$ |  |  |  |  |
| k | 1 | m | n | 0 | p | q | r | S | t |
|  | $\bullet$ | $\because$ | $\because$ |  | $\because$ |  |  |  |  |
| u | V | W | X | y | Z |  |  |  |  |
| $\bullet \bullet$ | - | $\because$ | $\bullet$ | $\because$ |  |  |  |  |  |


| Sign | Meaning |
| :---: | :---: |
| - | comma; non-Latin letter indicator |
| : | ; semicolon |
| $\because$ | colon |
| $\because:$ | period |
| $\because:$ | ! exclamation point |
| :: | ( ) opening and closing parentheses |
| : | [ opening bracket |
| :\% | ] closing bracket |
| $\because:$ | " " ? opening double quotation mark; question mark |
| : | ' ${ }^{\text {a }}$ opening single quotation mark |
| $\because!$ | * asterisk |
| $\bullet \bullet$ | "" closing double quotation mark |
| $\bullet$ | ' ' closing single quotation mark |
| : | / bar; oblique stroke; fraction-line sign |
| :: | \# number sign |
|  | /: \| line sign |
| - | ' ' apostrophe |
|  | ... ellipsis |
| $\bullet \bullet$ | - hyphen |


| Sign | Meaning |  |
| :---: | :---: | :---: |
| $\bullet \bullet$ | - | dash |
|  |  | braille double dash |
|  |  | accent sign; print symbol indicator |
| $\bullet$ |  | italic sign; decimal point |
| $\bullet$ |  | double italic sign |
| : |  | letter sign |
| $\bullet$ |  | capital sign |
| $\bullet \cdot$ |  | double capital sign |
|  |  | termination sign |
|  |  | ditto sign |


| Sign | Meaning | Sign | Meaning | Sign | Meaning |
| :---: | :---: | :---: | :---: | :---: | :---: |
| : | but | $\because:$ | very |  | ow |
|  | can | $\because:$ | will |  | ea |
| $\because:$ | do | $\because 0$ | it | : | be* bb |
|  | every | $\because:$ | you | $\because$ | con cc |
|  | from | !: | as | $\because$ | dis dd |
| :: | go | $\because ?$ | and* |  | en enough |
| :\% | have | : $\because$ | for* | : | to ff |
| $\because$ | just | $\because$ | of* | $\because:$ | were gg |
|  | knowledge | $\because$ | the* | $\because:$ | his |
| : | like | :: | with* |  | in* |
|  | more | $\because$ | ch child | $\bullet \cdot$ | into |
|  | not | $\because$ | gh | : $:$ | was by |
|  | people | $\because$ | sh shall |  | st still |
| :\% | quite | ?: | th this | $\because$ | ing |
| :? | rather | : | wh which | $\bullet$ | ble |
| $\bullet$ | So | $\because$ | ed |  | ar |
| $\because:$ | that | :: | er | $\bullet \bullet$ | com |
| $\because$ | us | $\because$ | ou out |  |  |

*These are used as both one-cell whole-word and part-word signs.

\left.|  | Initial-letter Contractions |  | Final-letter Contractions |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Preceded by |  |  |  |  |
| Preceded by |  |  |  |  |$\right)$


|  | Initial-letter Contractions |  |  | Final-letter Contractions |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Preceded by |  |  |  |  |  |  |
| Pign | dot 5 | Preceded by <br> dots 4-5 | dots 4-5-6 | dots 4-6 | dots 5-6 | dot 6 |
| $\vdots:$ | there | these | their | - | - | - |
| $\because:$ | character | - | - | - | - | - |
| $\because:$ | through | those | - | - | - | - |
| $\because:$ | where | whose | - | - | - | - |
| $\because:$ | ought | - | - | - | - | - |

## SHORT-FORM WORDS



|  | braille |  | little |
| :---: | :---: | :---: | :---: |
|  | children |  | much |
| : : : : $:$ | conceive | $\because:$ | must |
| :: | conceiving | $\because: \%:!$ | myself |
|  | could | !: : : : ! | necessary |
|  | deceive |  | neither |
| . | deceiving |  | o' clock |
|  | declare |  | oneself |
| $\because:$ | declaring | $\because: \%$ | ourselves |
|  | either |  | paid |
|  | first |  | perceive |
|  | friend | - | perceiving |
|  | good | $\because: \%$ | perhaps |
| :? : : : 0 | great |  | quick |
| $\because: \%$ | herself |  | receive |
|  | him | - | receiving |
|  | himself | : $0: \bigcirc$ | rejoice |
|  | immediate | ¢ $!$ | rejoicing |
|  | its | ! | said |
|  | itself | $\bigcirc:$ | should |
| : : $:$ | letter | - . $\cdot$ | such |



## RULES OF BRAILLE

## RULE I - PUNCTUATION SIGNS

| Sign | Meaning | g |
| :---: | :---: | :---: |
| ! | co | comma |
| : | se | semicolon |
| $\because 0$ | co | colon |
| $\because:$ | pe | period |
| : | ex | exclamation point |
| $\because:$ | ( ) op | opening and closing parentheses |
| : | [ op | opening bracket |
| : : | ] cl | closing bracket |
| $\bullet$ | " " ? op | opening double quotation mark; question mark |
| : | "" clo | closing double quotation mark |
| - | ' op | opening single quotation mark |
|  | '' clo | closing single quotation mark |
|  | * as | asterisk |
| : | ba | bar; oblique stroke; fraction-line sign |
|  | /: \| lin | line sign |
| - | ' ' ap | apostrophe |
|  | ... el | ellipsis |
| $\because$ | hy | hyphen |
|  | - da | dash |
|  |  | braille double dash |
|  | " $"$ di | ditto sign |

1. The use and order of all punctuation signs follow print practice.

## 2. Quotation Marks:

$$
\begin{array}{lll}
\text { Print Opening Double Quotation Mark } & \text { "" } & \vdots \\
& & \vdots \\
\text { Print Closing Double Quotation Mark } & \text { " " } & \ddots \\
& & \vdots: \\
\text { Print Opening Single Quotation Mark } & \text { ' } & \vdots \vdots \\
& & \ldots
\end{array}
$$

## Ex:

"I am coming."


He said, "Sing 'Homing.'"

a. When in print the sequence of quotation marks is reversed, use the appropriate one-cell or two-cell braille sign to follow the print copy. Ex:

## He said, 'Sing "Homing."'


b. If, however, this reversal of quotation marks occurs throughout the print text, the opening single quotation mark may be represented by dots 2-3-6, and the closing single quotation mark by dots 3-5-6. The opening double quotation mark may be represented by dots 6, 2-3-6 and the closing double quotation mark by dots 3-5-6, 3 .

When this occurs, insert a note to this effect on the transcriber's notes page at the beginning of each volume. (See App. A. 10.) Ex:

In the print edition single quotes were used for outer quotation marks and double quotes for inner quotation marks. In this braille edition, dots 2-3-6 and 3-5-6 are used for outer quotes and dots 6, 2-3-6 and 3-5-6, 3 for inner quotes.

## 3. Parentheses and Brackets:

Opening Parenthesis ( $\because:$

Closing Parenthesis ) $\because \because$

Opening Bracket $\quad[\quad: \vdots:$

Closing Bracket ] $\because: \vdots$

Ex:

[see previous chapter]

a. When a portion of a word is enclosed in parentheses or brackets, print practice should be followed. Ex:




4. Apostrophe: ' $\quad \therefore$ Ex:


a. The apostrophe is to be inserted before the "s" in plural abbreviations, numbers, or letters, even though it has been omitted in print. Similarly, the apostrophe should be inserted in the expression "OKd." In such cases, the apostrophe terminates the effect of the double capital sign. Ex:

5. Hyphen: - $\because$ No space should be left before or after a hyphen in a compound word. However, a space should be left appropriately before or after the hyphen in a disconnected compound word. Ex:

five- or six-pointed star

a. As a general principle, the maximum number of spaces in a braille line should be utilized; also, words may be divided between pages, and compound words may be divided at any syllable. When dividing a word at the end of a line, the division should be made between syllables, even though this prevents the use of a contraction. No space should be left between the last syllable on the line and the hyphen. The hyphen must never be put at the beginning of a new line except in a disconnected hyphenated compound word. Any braille produced employing a computer for translation from print to braille need not comply with this rule as to dividing a word at the end of a line. Ex:

b. When hyphens are used to indicate omitted letters in a word, an equal number of hyphens, unspaced, should be used. Ex:


 punctuation, no space should be left before or after a dash, even though the spacing or the length of the symbol may vary in print. However, a space is necessary after a dash if it ends an incomplete sentence. A dash may begin or end a line, but the sign must not be divided. Ex:

He was-so you think-my friend.

"It is late, but-Oh, please don't go."

a. When a dash represents an omitted word or name, a double dash should be used and should be spaced and punctuated as a word. Ex:

7. Ellipsis: $\ldots \quad \bullet: \therefore: \quad$ (usually 3 dots or asterisks in print indicating the omission of words). The ellipsis should be spaced and punctuated as a word. Ex:






a. When print dots are used to indicate the omission of letters in words, an equivalent number of dots (dot 3 ), $\quad:$ unspaced, should be used. Ex:

b. If the omission of a complete paragraph is indicated by the ellipsis, the ellipsis should be treated as a paragraph.

## RULE II - SPECIAL BRAILLE COMPOSITION SIGNS

| Sign | Meaning |
| :---: | :---: |
| : | non-Latin letter indicator |
| :\% | number sign |
|  | accent sign; print symbol indicator |
| $\bullet$ | italic sign; (also decimal point) |
|  | double italic sign |
| $:$ | letter sign |
| $\bullet$ | capital sign |
| $\bullet \cdot$ | double capital sign |
|  | termination sign |

8. Order of Punctuation and Composition Signs: When two or more braille punctuation marks or composition signs occur together before a word, number or letter, they are placed in the following order:

## Order With Punctuation

Open parenthesis or bracket
Open quotation sign
Italic sign
Non-Latin letter indicator
Print symbol indicator
Letter sign
Apostrophe
Capital sign
Accent sign

## Order With Numbers

Open parenthesis or bracket
Open quotation sign
Italic sign
Print symbol indicator
Number sign
Apostrophe
Decimal sign

Ex:


## 9. Capitalization:

Single capital sign $\quad:$ :

Double capital sign $\quad \therefore: \vdots$
a. The capital sign, when placed at the beginning of a word, indicates that only the first letter of the word or contraction which follows is capitalized. In hyphenated compound words, the capitalization should be shown as in print. Ex:

b. The double capital sign placed at the beginning of a word indicates that all of the letters of the word, hyphenated compound word, or letter-group are capitalized. It should not be repeated after the hyphen or apostrophe, nor at the beginning of the next line in a hyphenated or divided word. Ex:

A SELF-MADE MAN



## 10. Italics:

Single italic sign $\quad \because \bullet$

Double italic sign $\quad \therefore \because: \bullet$
a. The italic sign is placed before an abbreviation, word, apostrophized word, hyphenated compound word, or number, to indicate that it is italicized. The italic sign is not to be repeated after the hyphen or the apostrophe. In a divided word, or number, the italic sign should not be repeated at the beginning of the next line. Ex:

(Note: Although italics are very common in print, in many instances they have no value to the braille reader.)
(1) Italics must be used in braille if they are used in print only in the following instances:
(a) To indicate emphasis. Ex:

If you are going to go, go.

(b) To show distinction, only in such cases as:

Foreign words and phrases.
The names of ships, pictures, book titles, publications, etc.
Subject headings at the beginning of paragraphs.
The difference between silent thought and conversation.
Where in print a passage is printed in italics or different typeface from that of the regular text.
(2) Italics should be omitted in such instances as the following:

Where quoted passages appear in both quotations and italics, unless the italics are Where pronunciations are written in both parentheses and italics.
In the writing of all stage directions, settings, etc., in plays. (When stage directions are given along with the speaking lines of a play, but are not enclosed in parentheses or Where a letter which means a letter is written in braille preceded by the letter sign.
(See §12.a.(2).)
Where lists of words are printed in boldface type or italics.
Where word endings are separated from the root words and are printed in italics or Where titles, chapters, sections or other centered headings are printed entirely in italics
b. If more than three consecutive words are italicized, the first word is preceded by the double italic sign, and the last word by the single italic sign. Where the last word of an italicized passage is a hyphenated compound word, the closing single italic sign should precede the first part of the compound word. Ex:

$$
\begin{aligned}
& \text { It was a sad home-coming. }
\end{aligned}
$$

Italicize separately the names of ships, pictures, book titles, publications, and the like, and items italicized for different reasons. Ex:

Important Notice: Queen Mary docks at noon.


Read: East Side, West Side; Little Women; and Babbitt.


Refer to: Time; The Reader's Digest; or The New York Times.


The Waldorf, The Plaza, and The Americana are famous New York hotels.

c. In italicized passages comprising more than one paragraph, the double italic sign should be repeated at the beginning of each new paragraph, and the final single italic sign should precede only the last word of the last paragraph.
d. The dash or ellipsis at the beginning or end of an italicized passage is not to be included in the italics.
e. Italics should be substituted when words or phrases are written in print in small capital letters, boldface type, or are underscored, to give the effect of emphasis or distinction. (See caution against the overuse of italics in §10.a. above. For headings see §17. and §18.)
f. The italics are unnecessary when quoted matter appears in print in both italics and quotation marks, unless the italics are required to show emphasis or distinction.
g. A quoted or other extended passage which is set off in print by blank lines should also be preceded and followed by a blank line in braille. If such matter appears in print in italics or change of type, the italics should be used in braille. If such matter is indicated in print by change of margin, it should be preceded and followed by a blank line in braille and normal paragraphing and margins should be used.
11. Termination Sign: $\quad \because: \vdots$ In general literature, the hyphen should be used to set apart the italicized or capitalized portion of a word. When in print a hyphen follows an italicized or capitalized portion of a word, the termination sign must be inserted before the hyphen. List this sign on the special symbols page. (See App. A. 9. and Braille Formats: Principles of Print to Braille Transcription, most recent edition.) Ex:

extradite

12. Letter Sign: $\because$ The letter sign is placed before a letter or letters to distinguish between the letter meaning and a number, a word, a whole-word contraction or a short-form word.
a. The letter sign is required when:
(1) Any letter, or group of letters, immediately follows a number or is joined to it by a hyphen. Ex:

4-H Club


22B


(2) The letter sign is required when a letter which means a letter stands alone and is not followed by a period indicating an abbreviation. A letter which means a letter should be preceded only by a letter sign, and all italics, parentheses or quotation marks should be omitted, even though they are used in print. (However, see §12.b.(5).) Ex:

the letters "a" to "j" $\quad \because \quad \because \quad \because: \because: \bullet \quad \because: \quad \because: \quad \because: \quad \because:!$

D Day

(3) The letter sign is required when a combination of letters standing alone could be confused with a short-form word, or when a word composed of a single letter in an anglicized phrase could be confused with a whole-word contraction. Ex:

Honi soit qui mal y pense.


Point $C$ is on the line $A B$.


Al paid Ab . (name at beginning of sentence)

(4) The letter sign is required when a single letter which means a letter is followed by an apostrophe "s", or is joined by a hyphen to a word or number which follows it. Each letter should be preceded by a letter sign when letters of the alphabet are joined by a hyphen or a dash. Ex:
b-1


Mind your p's and q's.

b. The letter sign is not required before a single capitalized or uncapitalized letter when:
(1) The letter is an initial or an abbreviation followed by a period or an oblique stroke. Ex:

$$
\begin{aligned}
& \text { c/o } \quad \because!:!: \quad \text { s/he } \quad \vdots!:!!:!!
\end{aligned}
$$

(2) The letter sign is not required when the letter is followed by the number sign. Ex:

Print pages a23-c51

(3) The letter sign is not required when a number is followed by a contraction. (See also §29.) Ex:

1st to 4th

(4) The letter sign is not required when the letter is preceded and/or followed by the apostrophe, indicating omission of letters. Ex:

Did 'e ' n ' Ma get t ' it?

(5) The letter sign is not required when the letter in, or referring to, an outline or listing is followed by, or enclosed within, punctuation marks. Ex:

See section (f).
a) Passenger: J. F. Mack
b) Arrival: May 1st, 5 p.m.
c) Reservation: Serial \#5699
d) Dining Room: Table A1


## 13. Stammering, Speech Hesitation, Spelling, Lisped Words, Syllabified Words:

a. Stammered words should not be preceded by the letter sign, nor should they be divided at the end of a line except after unstammered syllables. Whole-word signs should not be used, and the letter(s) or contraction preceding and following the hyphen in stammered words should be identical. If the stammered letter or sound appears in the middle of the word, or if more than one letter or sound is stammered within the same word, precede by a hyphen each set of stammered letters or sounds which do not begin a word. Ex:


s-s-s-super-st-st-stition

th-these

th-this

wh-where

b. When single letters are spaced by hyphens, as in representing spelling, speech hesitation, or vocal sounds without word meanings, the letter sign is not required. The capital sign is required before each upper case letter. Ex:

c. In transcribing lisped words, the "th" contraction should be used. Ex:
thecond thentury (second century)
d. When representing syllabified words, only the following contractions may be used: the one-cell part-word contractions, including "en" and "in", but excluding all other lower-sign contractions; all one-syllable two-cell initial-letter contractions; and all one-syllable short-form words. Ex:




```
child-ish

\section*{RULE III - FORMAT}
14. In so far as possible, the arrangement and format of the braille copy should follow the practice used in the print text. (For special formats, see App. A. For textbooks, see Braille Formats: Principles of Print to Braille Transcription, most recent edition.)

\section*{15. Title Pages, Contents, Dedications, Introductions, Volume Endings, etc.:}
a. Title Pages: Title pages should include title, sub-title, author, publisher, copyright, number of volumes, volume number followed by inclusive braille pages in volume, transcriber's or braille publisher's name, and year of embossing. In addition, other items should be included in accordance with standard procedures authorized by publishers, libraries, or transcribing groups.
b. Contents Pages: Each braille volume should include a contents page covering the materials contained in that volume, unless there is no print contents. The contents page should follow the title page unless there is a special symbols page, transcriber's notes page, dedication or acknowledgment. On the third line of a new page the word CONTENTS should be written at the left-hand margin and the word VOLUME (followed by the appropriate capitalized Roman
numeral) at the right-hand margin, with a series of guide dots (dot 5 ) \(\quad \because\) between them.
Following a blank line, the word Chapter should be placed at the left-hand margin, and the word Page at the right-hand margin, with no guide dots between. After another blank line, begin the contents. The chapter numbers and/or headings should start at the left-hand margin and the braille page numbers should be placed at the right-hand margin. A series of dot 5 should be used for the guide lines, and a space should be left both after the chapter heading and before the page number. Unless there is space for two or more guide dots between the end of the chapter heading and the page number, the guide dots should be omitted, but there must be at least one space between the end of the heading and the number sign of the page number. When a long heading requires two or more lines, leave at least six spaces between the last word of each line of the heading (except the last one) and the right-hand margin. All continuations of chapter headings should begin in the third cell of the line. (See also §19.)
c. Dedications, Acknowledgments, etc., should each be centered on a separate page.
d. Prefaces, Forewords, Introductions, etc., should each begin a new braille page, with their headings centered on the third line separated by a blank line from the first paragraph of context.
e. Volume Endings: The words END OF VOLUME (followed by the corresponding volume number in capitalized Roman numerals) should be centered on the second line below (if possible) the last line of braille on the last braille page of each volume. The words THE END should be centered on the second line below (if possible) the last line of braille on the last braille page of the book.
16. Page Numbering: In each volume, the title page should be counted as Roman numeral i but should not carry a braille number. Following the title page, all succeeding pages in each volume prior to beginning the actual text (such as dedications, contents, prefaces, forewords, introductions) should be numbered consecutively in uncapitalized Roman numerals. The first page of the actual text of Volume I should be numbered Arabic 1, and pages of text should be numbered consecutively throughout all volumes.
17. Centered and Cell 5 Headings: Print capitalization should be followed for centered and cell 5 headings whether large and/or small capitals are employed. The heading should be accompanied by at least one braille line of text on the braille page.
a. Centered Headings: Within the braille page, one blank line should be left before and after a centered heading, and three blank cells should be left before and after each line of the centered heading. A blank line should be left between the complete chapter heading (chapter number and/or title), and the beginning of the text.
b. Cell 5 Headings: A heading beginning in cell 5 should only be used for a subheading within a text section introduced by a centered heading. Within the braille page, one blank line should be left before, but not after, a cell 5 heading. Carryover lines of the heading should be blocked in cell 5 .

\section*{18. Paragraphs:}
a. Paragraphing: A paragraph begins in the third space of a new line. Where print uses all capital letters in the first few words at the beginning of a chapter or section, this style variation should be avoided. Such paragraphs should be properly indented, and the normal use of capitalization should be observed. (For special format, see App. A. 1.)
b. Paragraph Headings: When a paragraph heading is written in all capitals in print, it should be italicized in braille; and text should follow on the same braille line if possible.
19. Omissions of Copy; Editing: When illustrations, diagrams, etc. cannot be reproduced in braille, references to them in the text generally should be avoided. A description in words may be included in a transcriber's note. If items listed on the print contents page are omitted from the braille edition, a statement to that effect should appear at the end of the contents listing. Other omissions, such as illustrations and diagrams, should be noted on the transcriber's notes page. (See also App. A. 10.)
20. Blank Lines in Print: When one or more blank lines are used in print to denote change in thought, scene, poetic stanza, or to set off quoted matter, telegrams, letters, etc., only one blank line should be left in braille. If the break would occur following the last line of the braille page, a blank line should be left at the top of the new braille page. If such material appears in italics in print, the italics should be retained. (See §10.g.; also App. A. 3.)

\section*{RULE IV - ASTERISK, FOOTNOTES, REFERENCES}
21. Asterisk: * \(\quad \because \because \quad\) This sign represents the asterisk or any other reference mark in print. A space is left before and after the asterisk sign except when it is followed by a footnote number, when no space should be left between the asterisk and the note number. List this sign on the special symbols page. (See App. A. 9.)
a. Where an asterisk or asterisks occur in a line of print, to denote a presumed omission, the ellipsis should be used in braille. (See §7.)
22. Footnotes: In general literature, the following methods of writing footnotes in prose, poetry or plays, or tabular material should be used.

\section*{a. Prose:}
(1) Short notes of seven words or less should be inserted in the text following the word or words to which they refer, and should be enclosed in brackets.
(2) In prose material, footnotes consisting of more than seven words should be inserted immediately following the paragraph in which reference to them occurs. The asterisk or numbered asterisk (if there are two or more notes in the paragraph) should be used in the text before the corresponding note. The note, preceded by its asterisk sign, should be written in paragraph form, starting in cell 7 , with all runovers beginning in cell 5 . No lines should be skipped before or after the note.
b. Poetry and Plays: In poetry and plays, all footnotes should be placed at the end of the volume in which they occur, with reference to them in the text being indicated by consecutively numbered asterisks inserted in the text, beginning with \#1 for each new volume. Immediately following the text, the notes section should begin a new page headed NOTES. In the note section, each note number, without an asterisk, should begin in the first cell of a new line, followed by the braille page and line numbers of the text where the corresponding reference occurs, followed by the note itself. (All lines on the braille page are counted, including blank lines.) If a note requires more than one braille line, all successive lines should be indented to cell 3. Ex:
6. Page 70 , line 15. It has been said, \(\ldots\)

c. Tabular Material: See App. A. 5.
23. References: When the meaning is obvious, references may be condensed as shown in the examples below. Where Roman numerals occur in references, Arabic numbers should be substituted for them. Ex:


Volume I, pp. 9-15


Pages 8 and 21


Verses \(6-10 \quad \because:: \because: \bullet: \because \bullet: \quad:!\)


Ruth 1:16, 2:4-10
 IIJonn F : :: : ©: : : : : : : : : :

\title{
RULE V - ANGLICIZED AND FOREIGN WORDS, ACCENT SIGN, DIPHTHONGS, FOREIGN LANGUAGES
}
24.a. Anglicized Words and Names: Words and names which appear in the same typeface as the surrounding English text are considered as anglicized words in braille, and all applicable contractions should be used. Ex:

To Signorina Ferra's surprise, El Ranchito's menu included blintzes and quiche.


\section*{Le Baron de Rochefoucauld}

"Herr Professor Strauss, meet mon ami Jones."


Le Comte de Paris


We heard the operas "Die Meistersinger" and "The Pearl Fishers."


The letter sign must be used before any letter or group of letters which can be confused with an alphabetic contraction or short-form word. Ex:

Sr. y Sra. Juarez

(1) Contractions should be used in conformity with the rules of English Braille, except that one-cell part-word contractions should not overlap a syllable division in an anglicized word which is spelled the same as an English word that has a different pronunciation; however, two-cell final-letter contractions may be so used. Ex:
\[
\text { al fine } \quad \because:!:!\quad \because \because: \because \because: \because:!
\]
pension (Eng. pension, Fr. boarding house)

(2) In anglicized proper names, words or phrases, words which correspond to English alphabet or other one-cell whole-word contractions or short-form words should be written in uncontracted braille. Similarly, the use of initial-letter two-cell contractions should be avoided where pronunciation does not conform to the pronunciation generally assigned them in English. Ex:


Michael To plays cello.

b. Foreign Words and Names: Foreign words and names which appear in a typeface different from the surrounding English text should be written in uncontracted braille. Oneletter words do not require a letter sign. Ex:

While attending university at Heidelberg Jeanne read Bonheur d'occasion and Im Westen Nichts Neues.


He shouted, "Come stai, Andrew?"

"Herr Professor Strauss, voici mon ami Jones. "

Honi soit qui mal y pense

c. Accent Sign: \(\quad:!\) This sign is used in English texts before all letters which in print are marked with an accent or other marking, even in italicized or quoted foreign passages, and the special foreign accented letter symbols should not be used.

Accented letters in foreign or anglicized words must not form part of a contraction. In English stressed syllables, however, a contraction may follow the accent sign. List this sign on the special symbols page. (See App. A. 9.) Ex:


Catherine de Medicis

d. Foreign Material in English Context: When foreign words, phrases, or passages occur in English text, English punctuation and composition signs should be used. However, in the writing of Spanish words, phrases, or passages, the special Spanish punctuation signs must be used in accordance with print copy. (See App. B. 3.(b).)
e. Non-Latin Letters: Greek and other non-Latin letters occurring in English context should be preceded by dot \(2 . \quad \because:\) Neither the letter sign nor the italic sign should be used. List this sign on the special symbols page. (See App. A. 9.) (For a combination of non-Latin and Latin letters see also Rule VIII §31.c.) Ex:
\[
\begin{aligned}
& \pi(\text { pi) } \quad \because: \because: \quad \text { ФBK (Phi Beta Kappa) } \quad \because: \because: \because:!::! \\
& \Sigma \text { (Sigma) } \quad \because: \because:!
\end{aligned}
\]
25. The Diphthongs and Diaereses "æ" and "œ" should be written as separate letters except in foreign language texts, where special symbols are used. (See App. B.) The letters comprising parts of these diphthongs and diaereses, even if not printed as such, should not form a part of a contraction. Ex:

26. Foreign Language Passages and Texts: All foreign words should be written in uncontracted braille. When an entire text is in a foreign language, the special accented letters should be used. In the embossing of all foreign language grammars and books, a complete list of the special symbols for the language should be presented on the special symbols page in the front of each volume. (See App. B. and Braille Formats: Principles of Print to Braille Transcription, most recent edition.)
a. In foreign language grammars employing both English and foreign language passages, the special foreign accented letters should be used only in the foreign language portion. In such instances, the English braille punctuation and composition signs should be used, except where the language requires special forms. (See Braille Formats: Principles of Print to Braille Transcription, most recent edition.)
b. Non-Latin Words: In passages of more than three words of Greek or other languages not using the Latin alphabet, occurring in English context, a double letter sign should be used before the first word and a single letter sign before the last word. In passages of three or fewer words, each word should be preceded by the letter sign. If the passage is written in italics in print, the italics should be omitted. List this use of the letter sign(s) on the special symbols page. (See App. A. 9.) Ex:


c. Passages or books written in Old or Middle English should be considered as foreign and should be written in uncontracted braille. (See Braille Formats: Principles of Print to Braille Transcription, most recent edition.)

\section*{RULE VI - ABBREVIATIONS}
27. Abbreviations used in print should be used in braille, and may be written with or without the period or capital, in accordance with the print copy. Abbreviations consisting of letters should be written unspaced on one line. Contractions may be used in familiar abbreviations, even though their use is not permitted in the whole words for which they stand. Ex:

a. An abbreviation written in full capitals without periods should be preceded by the double capital sign. In such fully capitalized abbreviations, where each letter represents a word, neither the letter sign nor contractions should be used. Where periods are employed in print in such abbreviations, each letter must be preceded by a capital sign and followed by a period, and the entire abbreviation should be written on one line without a space between the separate letters. When an uncapitalized word is a part of an abbreviation employing periods, the entire abbreviation should be written unspaced, and contractions should be used in the uncapitalized word or words. Ex:


\section*{Exceptions:}
(1) In such combinations as "ATandT" and "NYUers," only the uncapitalized letters of the abbreviations should be contracted. Ex:

(2) In an acronym, capitalized or uncapitalized, consisting of combinations of abbreviations of two or more words, contractions should be used when the letters of a contraction fall into one syllable. Ex:

radar

b. Abbreviations consisting of a sequence of portions of words should be spaced in accordance with the print copy. When such abbreviations are written unspaced in print, they may not be divided at the end of a line. Ex:

c. The initials of a person's name should ordinarily be written with a space between them and may be separated at the end of a line. However, if personal initials are written together in print, they should also be written unspaced on one line in braille. Ex:

\section*{G.B.S.}



d. The components of postal districts are to be written unspaced from one another, and may not be divided at the end of a line. Ex:


Note: It was decided by agreement at an international conference on English braille that the brailling of postal codes, in order to reflect print practice, may require a different spacing than shown above. These postal codes may not be divided at the end of a line. Ex:

e. When a date is indicated by the number of the month, day or year, separated in print by the oblique stroke, hyphen or period, the corresponding numbers are used in braille separated by the hyphen, with only one number sign preceding the entire group. Arabic numbers should be substituted for Roman numerals, in which case the month should always be written first. Ex:
\(8 / 9 / 36\), or \(8-9-36\), or 8.9 .36 , or 9. VIII. 36


Note: The print practice for indicating dates does not always follow the sequence of month, day, year. For an accurate representation of the date, the numbers may require a different order than shown above. Ex:

f. Telephone numbers consisting of letters and figures should be written without contractions. Ex:

g. (4-98) Electronic Addresses and File Names: Braille e-mail, website and Internet addresses, file names, and the like according to the rules of the Computer Braille Code, most recent edition. (See App. C. 3.)

\section*{RULE VII - NUMBERS AND ROMAN NUMERALS}
28. Cardinal Numbers: Numbers are expressed by the letters "a" through " j " preceded by the number sign.
a. The effect of the number sign is not terminated by commas, colons, hyphens, fraction signs, and decimals. However, after a space or a dash, the number sign must be repeated.
(Note: In writing sports scores, results of votes, etc., a hyphen should be used to separate the numbers.) Ex:


The year 1959-1959 being...


The bill passed 403-13. or The bill passed 403-13.
b. Although numbers joined by the hyphen do not require the second number sign, if the number is divided at the end of the line after the hyphen, the number sign should be repeated at the beginning of the following line. Where necessary, an integral number may be divided after a comma, but the number sign should not be repeated at the beginning of the following line.
(Note: The division of integral numbers between lines should be avoided unless considerable space can be saved.) Ex:


\section*{c. Simple Fractions:}
(1) The sign \(\because!\) represents the fraction-line, and is used to separate the numerator from the denominator. Ex:

(2) (11-95) Regardless of sequence, when two fractions, or a fraction and a whole number, are connected by a hyphen or a dash, the number sign must be repeated after the hyphen or the dash. Ex:


\section*{d. Mixed Numbers:}
(1) In a mixed number, the fraction is joined to the whole number by a hyphen, and the number sign is not repeated before the fraction. The fraction may not be carried over to the beginning of a new line. When a mixed number is printed with a space between the whole number and the fraction, in braille a hyphen is substituted for the space. Ex:
21/2 : : : : : : : : : : :
(2) (11-95) Regardless of sequence, when two mixed numbers, a mixed number and a whole number, or a mixed number and a simple fraction, are connected by a hyphen or a dash, the number sign must be repeated after the connecting hyphen or dash. Ex:

e. Oblique Stroke: The sign \(!!\) represents the oblique stroke, bar, or slash, and is used whenever the symbol it represents appears in print, except when it is used in the writing of dates (see §27.e.). When an oblique stroke occurs between numbers other than fractions, the number sign should be repeated before the second number. Similarly, when an oblique stroke occurs between capitalized abbreviations, the capital sign should be repeated. When an oblique stroke occurs between words and the words must be divided between lines, the hyphen should be inserted following the oblique stroke. Ex:


\section*{f. Decimals:}
(1) The sign \(\because\) represents the decimal point and is placed between the number sign and the numbers of a decimal fraction. When a decimal fraction is joined to a whole number to form a decimal mixed number, the number sign is placed only before the whole number. Ex:

(2) (11-95) Regardless of sequence, when two decimal fractions, a decimal fraction and a whole number, a decimal mixed number and a decimal fraction, or a whole number and a decimal mixed number, are connected by a hyphen or a dash, the number sign must be repeated after the hyphen or the dash. Ex:

g. Decimal Coinage: The sign \(\because:\) represents the \(\$\) and is placed before the number sign to indicate dollars. When writing dollars and cents, the decimal sign \(\quad \therefore\) is used to separate the cents from the dollars. Neither the dollar sign nor the number sign should be repeated after the decimal sign. Ex:
```

\$8.75

```

```

\$15.221/2

```
h. In expressing a definite point of time, regardless of how it is expressed in print, the colon should always be used in braille to separate the hours, minutes, and seconds, and the number sign should not be repeated. Ex:

i. Intervals of time are shown in braille as follows:

6-7 a.m. (the number sign is not repeated, as both figures refer to hours)


6:15-7:45 or 6.15-7.45 (the number sign must be repeated after the hyphen, as minutes are followed by hours)

j. In general literature, the common mathematical signs of operation for + (plus), — (minus), \(\times\) (times or by), \(\div\) (divided by), and \(=\) (equals) should always be expressed in words. The special mathematical signs should be used only in mathematics and scientific texts. Ex:

29. Ordinal Numbers are formed by adding the ordinal endings "st," "nd," "rd," and "th" to the cardinal numbers, and the contractions for "st" and "th" should be used. Ex:


Exception: When the second and third ordinal numbers are represented in print by the number followed by the letter " d " only, the letters " n " or " r " respectively should be inserted in braille. Ex:

In writing ordinal numbers with foreign endings, the endings should be preceded by the letter sign, and contractions should not be used. Ex:

30. Roman Numerals: When Roman numerals are written as capital letters, a single capital sign should be used before a single letter, and a double capital sign should be used before numerals containing two or more letters. Uncapitalized Roman numerals of one or more letters should be preceded by the letter sign. Ex:

a. When Roman numerals are connected by a hyphen or a dash, the appropriate capital sign, double capital sign, or letter sign must be repeated after the hyphen or the dash. Ex:
b. The letter sign should be placed before any letter, letters, or ordinal ending added to a Roman numeral, and contractions should be used only in English ordinals. Ex:

c. Following are the braille symbols for certain rare Roman numerals. (A Transcriber's Note should be inserted giving the meaning of these symbols whenever they first appear.) Ex:
\begin{tabular}{|c|c|c|c|c|c|}
\hline I & (500) &  & i & (500) & \(:!\) \\
\hline X & \((10,000)\) & \(: 0: 0\) & x & \((10,000)\) & \(:: 0 \bullet\) \\
\hline C & \((100,000)\) &  & c & \((100,000)\) & \(:: 0:\) \\
\hline M & \((1,000,000)\) & \(:: 0 \bullet\) & m & \((1,000,000)\) & \(:::\) \\
\hline
\end{tabular}

\section*{RULE VIII - COINAGE, WEIGHTS, MEASURES AND OTHER SPECIAL SYMBOLS}
31. When in print a number or letter is preceded or followed by a symbol or abbreviation for coinage, weight, measure, or other special sign, in braille follow the print order, spelling, capitalization, punctuation, and spacing for the abbreviation or the corresponding braille symbol.
a. Print Abbreviations: Follow the print capitalization, spelling, punctuation, order and spacing. When the abbreviation is unspaced from the preceding number or letter, insert a letter sign before the abbreviation. The one-cell part-word sign "in" should not be used in the abbreviation for "inch(es)." In abbreviations that contain both upper and lower case letters, such as MHz (megahertz), capitalize each upper case letter individually. Ex:

b. (11-02) Print Symbols:
\begin{tabular}{|c|c|c|}
\hline Print Symbol & Braille Equivalent & Meaning \\
\hline ¢ & & cent(s) \\
\hline - & ! & degree(s) \\
\hline \$ & \(\because:\) & dollar(s) \\
\hline \(€\) & & euro(s) \\
\hline ' & \(\because:\) & foot, feet \\
\hline " & & inch(es) \\
\hline ' & \(\bullet\) & minute(s) (angular) \\
\hline \# & -•• & number \\
\hline \| & & paragraph \\
\hline \% & : & percent \\
\hline £ & & pound(s) (sterling) \\
\hline \# & & pound(s) (weight) \\
\hline " &  & second(s) (angular) \\
\hline § & & section \\
\hline ¥ & : & yen \\
\hline
\end{tabular}
(1) (11-02) Use the list of braille equivalents as shown in §31.b. above. When the braille equivalent begins with a letter and immediately follows the number or letter (that is, without a space), insert a letter sign. Also, insert a letter sign before any letter which immediately follows the braille equivalent. Ex:


Ed carried the 100\# bag.
\[
\begin{aligned}
& \text { §3 } \\
& \cdot \bullet \cdot \cdot \cdot \bullet \bullet \bullet \\
& \text { §d } \quad: \because: \vdots:!: \\
& \text { \|B } \quad \because:: \because: \vdots:: \\
& \text { €5 } \\
& 42 € \quad \vdots: \because: \because:!?:!
\end{aligned}
\]
(2) (11-02) Insert dot \(4, \therefore\) the print symbol indicator, before the \(\$\) and \(£\) symbol in braille when the symbol stands alone, follows a number without an intervening space, or is in conjunction with a word or abbreviation. List this symbol on the special symbols page. (See App. A. 9.) Ex:


The \(£\) and the US\$ were unchanged.


How does the \(€\) equate to \(1 \$ \mathrm{US}\) ?

c. Non-Latin Letters: When a non-Latin letter is part of an abbreviation, precede the letter with the non-Latin letter indicator, dot \(2 . \bullet\).: List this symbol on the special symbols page. (See App. A. 9.) When Latin letters of such abbreviations immediately follow the nonLatin letter(s), insert a letter sign before the first Latin letter of such abbreviations. Do not use contractions in such abbreviations. Ex:

d. In texts where it is required to show that a special symbol is used, such as \& (ampersand) or @ (at), dot \(4 \therefore\) should precede the braille symbol or letter combination. Such usage should be employed only when it is necessary to show the exact symbol, such as in typewriting instruction manuals or other technical works. List this symbol on the special symbols page. (See App. A. 9.) Ex:

e. Ditto sign: \(\quad \therefore!\) The ditto sign should always be preceded and followed by a space. List this sign on the special symbols page. The print ditto signs should be represented by a single ditto sign in braille. (See App. A. 9.) Ex:

Joe: A college student.
Patsy:" " "

f. The appropriate word should be substituted for any special symbol for which no provision has been made in this code such as "Copyright" for "®."

\title{
RULE IX - POETRY, SCANSION AND STRESS
}

\section*{32. Poetry:}
a. Verse Format: Each poetic line should begin in the first space of a new line of braille. If a poetic line is too long for one braille line, the carry-over should begin in the third space of the next line. A blank line should be left before and after each stanza.

In the writing of poetry, if only the title and the first line of the poem (with its carryover) would appear at the bottom of the braille page, the poem should begin on the next braille page.

If it is necessary to divide a stanza between two pages, the division should be made so that at least one poetic line (with its carry-over) appears at the top or bottom of the braille page, providing it is not the first stanza of the poem. (For special poetry format, see App. A. 2.)

\section*{b. Prose Format:}
(1) Line Sign: \(/: \mid:\) Use the line sign to represent the print mark which indicates the end of a poetic line, line of inscription, etc. When such are written in print in prose form, leave one blank cell preceding and following the line sign. The line sign may begin or end a braille line. List this sign on the special symbols page. (See App. A. 9.) Ex:
... finest lyric, To Althea from Prison ('Stone Walls doe not a prison make/Nor iron bars a Cage'), was written while he was paying the penalty for ...


RULE IX. 32.b.(1)

16 They have mouths, and speak not : eyes have they, but they see not.
17 They have ears, and yet they hear not: neither is there any breath in their mouths.

(2) When an agency or braille publisher requires poetry, inscriptions, etc., to be transcribed in braille using prose form, insert the line sign to indicate the end of each complete line or print line of poetry, inscription, etc. Indicate the change of print format in a Transcriber's Note. After the completion of the poetry, etc., begin the following text on a new braille line.
c. Numbered Lines: For numbered lines, see Braille Formats: Principles of Print to Braille Transcription, most recent edition.
33. Scansion and Stress: (See Braille Formats: Principles of Print to Braille Transcription, most recent edition.)

Short or unstressed syllable sign
Long or stressed syllable sign
a. These signs should be placed before the vowels of the syllables affected. Contractions should not be used in scansion where both stressed and unstressed syllables are shown. List these signs on the special symbols page. (See App. A. 9.) Ex:


These signs should be preceded and followed by a space. Where a foot sign occurs within a word, the hyphen, followed by a space, is used after the syllable ending the foot. Contractions may be used in scansion where stressed or unstressed syllables are not shown. List these signs on the special symbols page. (See App. A. 9.) Ex:

c. Where detailed scansion is not required, the accent sign \(\quad:!\) is used to indicate stressed syllables. Contractions may be used except where the stressed vowel is part of a contraction. List this sign on the special symbols page. (See App. A. 9.) Ex:



\section*{RULE X - GENERAL USE OF CONTRACTIONS}
34. General Rules Governing Part-Word Contractions: Contractions forming parts of words should not be used where they would obscure the recognition or pronunciation of a word.
a. Contractions may be used:
(1) Where the letters of the contraction are in the same syllable. Ex:

(2) Contractions may be used where the letters of the contraction would overlap a minor and/or incidental syllable division. Ex:


b. However, a contraction must not be used:
(1) Where the usual braille form of the base word would be altered by the addition of a prefix or suffix. Ex:


Exception: The "ea" and the double letter signs "bb," "cc," "dd," "ff," and "gg" should be used even where a word ending or a suffix is added to the base word. Ex:

(2) A contraction must not be used where it would violate the primary syllable division between a prefix or a suffix and the base word. Ex:

(3) A contraction must not be used where a primary syllable division occurs between the prefix and the root of a word. (See §34.c. below.) Ex:

(4) A contraction must not be used where base words are joined to form an unhyphenated compound word. Ex:
\[
\begin{aligned}
& \text { painstaking }
\end{aligned}
\]

(5) A contraction must not be used where the use of contractions would disturb the pronunciation of a digraph or trigraph (two or more letters pronounced as one sound). Ex:

(6) A contraction must not be used where two adjoining consonants are pronounced separately. Ex:

(7) A contraction must not be used where the use of a contraction would cause difficulty in pronunciation. Ex:

c. General Exception: Contractions should be used in such easily read words as:



drought \(\quad \because \because: \because: \because: \quad\) doughty \(\quad \because: \because: \because:!\)
d. Contractions should be used in entry words found in the dictionary. In general literature, contractions should be used in common terms for a particular subject, such as botany, medicine, etc., when they are listed in a glossary of the book being transcribed or when they are explained in the text as they are originally presented. Similarly, contractions should be used in coined words in science fiction.
e. Part-word contractions should be used rather liberally in dialect. Ex:

(1) When " \(t\) " is replaced by "th" followed by "e," the "th" contraction should be used. Ex:

(2) When "you're" is represented in print by "your," the short-form word must not be used, since it does not retain its original meaning.
35. Preferred Contractions: Unless their use violates any of the principles of the Rules of English Braille, where there is more than one possible choice in the use of contractions, the selection should be made on the following bases:
a. Preference should be given to the contractions which save the greatest amount of space. Ex:
\[
\begin{aligned}
& \text { wither ("with" not "the") } \quad \therefore: \because: \\
& \text { oneness ("one" and "ness" not "en") } \quad \therefore \quad: \quad \vdots: \quad: \quad: \\
& \text { thence ("th" not "the") } \quad \because::!!:
\end{aligned}
\]
b. One-cell contractions should be used in preference to two-cell contractions as parts of words. Ex:


```

stoned ("ed" not "one") }\quad\vdots!:!!:!!:!

```

```

haddock ("dd" not "had")

```


Exception: The contraction for "ence" should be used before the letters "d" or "r." Ex:
commenced (not "en" "ed")


c. Where a choice must be made between two consecutive contractions in order to avoid misspelling, preference should be given to the contraction which more nearly approximates correct pronunciation. Ex:
\[
\begin{aligned}
& \text { wherever } \quad \because: \because:: \because:: \\
& \text { dispirited } \quad \because:!::!: \bullet: \bullet \\
& \because \because:: \because: \because: \because: 口
\end{aligned}
\]

\section*{RULE XI — ONE-CELL WHOLE-WORD CONTRACTIONS}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Sign & Word & Sign & Word & Sign & Word \\
\hline \(:\) & but & \(\because:\) & people & :: & for \\
\hline \(\because \bullet\) & can & \(\because:\) & quite & \(\because:\) & of \\
\hline \(\because:\) & do & \[
\because:
\] & rather & \[
\because:
\] & the \\
\hline \(\because\) & every & \(:\) : & So & :\% & with \\
\hline \(\because:\) & from & \(\because:\) & that & \(\because\) & child \\
\hline :: & go & \(\because\) & us & \(\because\) & shall \\
\hline \(\because:\) & have & \(\because:\) & very & ?: & this \\
\hline \(\because\) & just & \(\bigcirc\) & will & \(\because:\) & which \\
\hline \(!:\) & knowledge & \(\because\) & it & \(\because:\) & out \\
\hline \(:\) & like & ?: & you & & still \\
\hline \(\because 0\) & more & \(\bullet\) & as & & \\
\hline !: & not & \(\because!\) & and & & \\
\hline
\end{tabular}
36. When any of the above one-cell whole-word contractions is separated by a space from other letters or contractions, it is read as a word, regardless of meaning, except when "do" and "so" refer to musical notes. These contractions may be preceded by the contractions for "to," "into," and "by." Ex:

You can have this can of fruit.

He will make a new will.

a. One-cell whole-word contractions may be joined to other words by the hyphen to form genuine hyphenated compound words, but, with the exception of "and," "for," "of," "the," and "with," they may not be used to form parts of words when divided at the end of the line. Ex:

b. One-cell whole-word contractions may be used when followed by the apostrophe only in the familiar word combinations listed below. However, they should not be used after the apostrophe, nor in rare or colloquial forms, such as "d'you," "you's," "more'n," "which'll," etc. Ex:

c. One-cell whole-word contractions may be used to represent proper names, and, as such, they may be followed by the apostrophe "s." (For anglicized proper names see Rule V, §24.a.(2).) Ex:

37. The word signs "a," "and," "for," "of," "the," and "with" should follow one another without a space between. They should not be written together when punctuation or composition signs occur between them. Ex:

He is with the officer of the watch.

The end of a perfect day.

And of course you are right.


And, of course, you are right.

Him we think of and love.
\[
\text { and The Lord said } \quad \vdots!\quad \vdots!!\quad \vdots: \because!: \quad \vdots!:!
\]

GONE WITH THE WIND


Prepare for the sacrifice.

\section*{RULE XII — ONE-CELL PART-WORD SIGNS}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Sign & Contraction & Sign & Contraction & Sign & Contraction \\
\hline \(\because:\) & and & \(\bullet \bullet\) & sh & \(\because\) & st \\
\hline :: & for & \(\because:\) & th & \[
\because:
\] & ar \\
\hline !: & of & \(\because:\) & wh & : & ble \\
\hline \[
\because:
\] & the & \(\because!\) & ed &  & ing \\
\hline \[
\because:
\] & with & \(\because:\) & er & & en \\
\hline & ch & \(\because\) & ou & & in \\
\hline & gh & & ow & & \\
\hline
\end{tabular}
38. The one-cell signs above must be used as parts of words wherever the letters they represent occur, except when specific rules limit their use. (See Rule X.) Ex:





a. The contractions for "ble" and "ing" must never begin a word. However, they may be used in the middle or at the end of a word, and at the beginning of a line in a divided word. Ex:

b. The part-word contractions "and," "for," "of," "the," and "with" should be used in preference to other contractions, provided their use does not waste space. Ex:
```

office (not "ff") $\quad \because: \because!:!\because:!:$
bathed (not "th" "ed") $\quad \because: \bullet:!: \because:!$
other (not "th" "er") $\quad \because: \quad \because: \quad: \quad:$
then (not "th" "en") $\quad \vdots:!?$

```

```

Leander (not "ea") $\quad \therefore: \because:!:!:!:!$

```
```

wither (not "the") }\quad:%::
thence (not "the") }\quad\because::!:

```

c. The contraction for "st" may be used for the abbreviations St. (Saint) or St. (Street); however, the contraction may not be used if print omits the period. Ex:

d. Part-word signs which have no whole-word meanings may be contracted when they stand alone, e.g., "Ed" (name), "er" (vocal sound), "Ow!" (exclamation). However, the contractions for "en" and "sh" must not be used alone, since these contractions represent the whole-words for "enough" and "shall."
e. In proper names, when the letters "gh," "sh," and "th" are pronounced as one sound, these contractions should be used. However, where a syllable division occurs between these letters, the contractions should not be used. Ex:

Townshend ("sh" pronounced in second syllable) \(\quad \vdots:!:!\bullet:!\because:!:!:\)


Chisholm


RULE XII.

\section*{RULE XIII - LOWER SIGNS}
\begin{tabular}{|c|c|c|c|c|}
\hline Sign & \multicolumn{2}{|l|}{Contraction} & \multicolumn{2}{|l|}{Punctuation} \\
\hline \(\because\) & ea & & , & comma \\
\hline : & be & bb & ; & semicolon \\
\hline \(\because!\) & con & cc & : & colon \\
\hline \(\because:\) & dis & dd & . & period \\
\hline \(\because\) & en & enough & & \\
\hline : 0 & to & ff & ! & exclamation point \\
\hline :: & were & gg & ( ) & opening and closing parentheses \\
\hline \(\therefore:\) & his & & " " ? & opening double quotation mark; question mark \\
\hline \(\because\) & in & & & \\
\hline \(:\) & into & & & \\
\hline : & was & by & " " & closing double quotation mark \\
\hline - & com & & - & hyphen \\
\hline
\end{tabular}
39. "Be," "Enough," "Were," "His," "In," and "Was:" The lower signs which represent the words "be," "enough," "were," "his," "in," and "was" may be preceded by the capital and/or italic sign, but must not be in contact with any other letter, contraction, word, or punctuation sign. Ex:


Was it as you thought it was?




So you were. \(\quad \vdots:!\quad \because: \quad \because: \because:!!:!\)
"Was he a good-enough player?"




My mother-in-law is my only in-law.


Arriving (in time) I walked in.


However, these signs should be used where they are no longer in contact with the hyphen. Ex:

40. Lower Sign Rule: Any number of lower signs should follow one another without a space if one of them is in contact with a sign containing dot \(1 \quad \because\) or dot \(4 \quad:!\). Although the italic sign \(\quad \because\) contains a dot 4 , it is not to be considered an upper sign. Ex:


She seems so-disinclined.


a. Two or more unspaced lower signs must not follow one another when they are not in contact with an upper sign containing a dot 1 or a dot 4 . Ex:

b. When two or more lower-sign contractions follow one another without being in contact with an upper sign, the final lower-sign contraction must not be used. Ex:


He is to be a man.

41. "To," "Into," and "By:"
a. Braille the lower signs "to," "into," and "by" unspaced from the word, abbreviation, letter, or number which follows, or the braille equivalent for a print symbol which follows.
b. The lower sign may begin the next braille line where there is not room on the braille line for the lower sign and either at least the first syllable of the following word, or the abbreviation, and/or the braille equivalent for a print symbol and the letter or number joined to it, which follows.
c. The lower signs "to," "into," and "by" may be preceded and/or followed by braille composition signs.
d. The lower signs "to," "into," and "by" may not be used and joined to any punctuation sign which follows. Do not use these lower signs as parts of words, in compound words, nor as proper names. When the sign "into" cannot be used, use the "in" contraction.

\section*{Examples}

I was to receive it by 12 noon.


He came by because he wanted a ride into Toronto.


The new bylaw, passed by \(51 \%\), will create a big to-do.


By and large, they voted by a "show of hands".


Colonel By was commemorated by Bytown.


What she got into, was trouble.



"TO BE OR NOT TO BE" opens a famous speech.


It was referred to by his sister.

\(\$ 15\) added to X came to \(\$ 45\).


They came to (verbal) blows.
42. "Ea" and the Double-Letter Signs: The lower-sign contractions for "ea" and the double-letter signs "bb," "cc," "dd," "ff," and "gg" must be used only when these letters occur between letters and/or contractions within a word. They must never begin or end a word. Ex:

a. They should not be used when in contact with a hyphen or an apostrophe. Ex:

b. These contractions must not be used where the letters are separated by a primary syllable division. (See §34.b.(2).) Ex:


dumbbell
\(\bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet\)


Exception: The signs for "bb," "cc," "dd," "ff," and "gg" may overlap syllable divisions which occur between a prefix and the root of a word, since to use them would not obscure recognition. Ex:

c. Use any alternative one-cell contraction in preference to "ea" and the double-letter signs except where a contraction ending in "e" would break the "eau" trigraph, as in: tableau, Fontainebleau, Clemenceau, Bertheau, etc. Ex:


d. However, where the same space is saved, use any lower one-cell contraction in preference to a two-cell contraction. Preferences:

43. "Be," "Con," and "Dis:" The lower part-word contractions "be," "con," and "dis" may be used only as syllables at the beginning of a word or at the beginning of a line in a divided word, except that they may be used after a hyphen in a hyphenated compound word. These contractions may be used in names for the first syllable following Mac or Mc when such a syllable is capitalized. As part-word contractions, they must not stand alone as syllables at the beginning of a line in a divided word. They may not be used when in contact with a hyphen in a divided or in a syllabified word. Ex:


a. The contractions for "be," "con," and "dis," when used in a complete word, should be used in the abbreviation of the word. They must not be used if they comprise the entire abbreviation, nor may "con" be used as a whole word. Ex:

b. The contractions "be," "con," and "dis" must never be used before the apostrophe, but they may follow it. Ex:

44. "Com:" The lower part-word contraction "com" may be used at the beginning of a word or of a line in a divided word, but it need not be a syllable. It must never be used in contact with a hyphen, a dash, or an apostrophe, even when a composition sign intervenes. It may be used after the capital and/or italic sign, unless it immediately follows a hyphen, a dash, or an apostrophe on the same line of writing. When "com" is capitalized, the contraction may be used in a name following Mac or Mc. Ex:


\section*{MacCommack \(\quad \because: \bullet \bullet \bullet: \bullet \bullet: \vdots .: \bullet \bullet \bullet: \bullet \bullet \bullet:\)}

I will-come what may.


Will 'e 'commodate me?


The book-comparatively-is not good.


RULE XIII.

\section*{RULE XIV - INITIAL-LETTER CONTRACTIONS}

\section*{Dot 5 Contractions}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Sign & Letters & Sign & Letters & Sign & Letters \\
\hline \(!:\) & day & \(\bigcirc:\) & name & \(0:\) & work \\
\hline & ever & \(\bullet\) & one & & young \\
\hline & father & & part & & there \\
\hline & here & & question & & character \\
\hline & know & & right & & through \\
\hline & lord & & some & & where \\
\hline & mother & : & time & & ought \\
\hline
\end{tabular}

Dots 4-5 Contractions
Sign Letters Sign Letters Sign Letters


Dots 4-5-6 Contractions
\begin{tabular}{|c|c|c|c|c|c|}
\hline Sign & Letters & Sign & Letters & Sign & Letters \\
\hline \(\because:\) & cannot & & many & \(\because:\) & world \\
\hline : 0 & had & & spirit & & their \\
\hline
\end{tabular}
45. Initial-letter contractions may be used either as words or parts of words when they retain their original sound.

\section*{Examples}


Used



\section*{Used}
right
\(\because:\)
rightly
\(\because:!:: ~ \bullet:\)
sprightly
\(\because: \because:: \because: \because:: ~:!\)
bright
\(\because:: \because:\)
some
\(\because:!\)
time
\(\therefore \because:\)
(See §d. below.)
times
\(\because: \because: \quad:\)
\(\vdots\)
timer
\(\because:::\)
maritime

under
\(\because: 0\)

Not Used
(See §d. below.)
centime

centimeter


Mortimer

bounder

launder

underived


\section*{Used}
work
\(\because:!\)
working
\(\because: \bullet: \bullet\)
unworkable

handiwork
\[
\bullet \bullet \bullet: \bullet \quad . \dot{\bullet} \bullet \bullet
\]
young
\(\because: \because:\)
there

character
\(\because: \quad\) :
youngster
\(\because: \because: \bullet: 口\)
youngest

therein

thereby

characteristic

characterize
\[
\because \bullet \bullet \bullet \bullet \bullet \bullet \bullet
\]
through
ethereal
\[
\begin{aligned}
& \because:!::!:: \\
& \text { gathered } \\
& \because: \bullet:!\bullet:!
\end{aligned}
\]

\section*{Used}
where
\(\because \bullet\)
wherein
\(\because:: \quad:\)
whereupon

nowhere
ought
.\(\cdot \bullet \cdot\)
oughtn't
\(\because:: \bullet::!:!\)
bought
: : : : : :
thoughtless
\(\because::!:!:!:\)
doughty
\(\because::: \because: 口\)
drought

upon
\(\because: \because\)
word
\(:!:\)
these
::
thereupon

wording

these


Not Used
(See §f. below.)

Houghton

coupon

sword
\[
\therefore:: \because: \because::
\]
theses
\[
\because: \because \because: \because
\]

Used
had

hadn't
\(::: \because:::::\)
Hadley
::: : : : :

\section*{Not Used}
hades

hadji

shade
\(\because \bullet:\) : : : : ! : :
(See §e. below.)
many
\(: \because: \bullet\)
manysided


Germany
\[
:: \bullet:: \bullet:: \bullet \bullet
\]
spirit

spiritual

\[
\because: \bullet:: \because: \bullet:
\]
world
\(\because::\)
worldly

underworld
\[
\because:: \quad::
\]
their
::
theirs
\[
\because: \because: \bullet
\]
(See §f. below.)

\section*{Exceptions}
a. The contraction for "one" may be used whenever "o" and " n " are both in the same syllable, but it should not be used when the " \(n\) " begins a new syllable. Ex:

b. Whenever "d," "r," or "n" follows "one" or "here, " the contractions for "ed," "er," and "en" should be used in preference to the contractions for "one" and "here." Ex:


```

component :%:%:%:0:% phoned :%:%:%:%:%

```

```

coherent :%:0:%:%:%:

```
c. The contraction for "part" must always be used unless the prefix "par" is followed by any variation of the word "take." Ex:





d. The contraction for "some" should be used only where the letters it represents retain their original sound, and where they form a complete syllable in the base word. Ex:

e. Any alternative one-cell contraction should be used in preference to the contraction for "had." Ex:


shadow

f. Where a choice must be made between two consecutive contractions to avoid misspelling, preference should be given to the contraction which more nearly indicates correct pronunciation. Ex:
\[
\begin{aligned}
& \text { dispirited } \quad \because:!:::: \bullet: \bullet
\end{aligned}
\]

RULE XIV.

\section*{RULE XV - FINAL-LETTER CONTRACTIONS}

\section*{Dots 4-6 Contractions}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Sign & Letters & Sign & Letters & Sign & Letters \\
\hline ! ! & ound & & sion & \(\bullet\) & ount \\
\hline \(\bigcirc\) & ance & & less & & \\
\hline
\end{tabular}

\section*{Dots 5-6 Contractions}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Sign & Letters & Sign & Letters & Sign & Letters \\
\hline \({ }^{\circ}\) & ence & & ful & : \(:\) & ment \\
\hline \(\because: \%\) & ong & & tion & - & ity \\
\hline
\end{tabular}

\section*{Dot 6 Contractions}

Sign Letters Sign Letters
\(\because: \because \quad\) ation \(\quad \because:!!\) ally
46. Final-letter contractions should be used in the middle or at the end of a word, or at the beginning of a line in a divided word. They may never begin a word nor be used alone as a whole word, nor should they be used when preceded by the hyphen or the apostrophe. Ex:


\section*{Used}
ound
\(\because \bullet \bullet\)
ance
\(\because \bullet \cdot \cdot\)
sion
\(\cdot \bullet \bullet \bullet\)
less
:
found
\(\because \because:!:\)
foundry
:! : : : : : : : : : : :
chancellor

Frances
\(\because: \because: \because: \bullet \because:!\)
confusion
\(\because: \because \because: \quad: \bullet:\)
expressionless

Not Used
'ounds

ancestor


Sion

less
\(\because:!:!:\)
lessee
\[
\bullet \cdot \bullet \cdot \cdot \stackrel{\bullet}{\bullet} \cdot \bullet \cdot \bullet \cdot \bullet \cdot \cdot
\]
lesson

unlessoned


\section*{Used}

ence
\(\therefore \because \because\)
ong

country
county
amount
fences
thence
\[
\because \because: \because
\]
mongrel


\[
\because: \because \because: \bullet: \bullet
\]

commencement

(See §a. below.)

pongee

tongue
\[
\because \because \because \because \because \because \because: ~ \because: ~!~
\]
ful
\(\bullet \bullet \cdot\)
carefully

cheerful


Not Used

Rountree

encephalitis

congruous
incongruous
fully

```

fulfill

```

```

unfulfilled

```


XV-4

\section*{Used}
tion

ness

diction
fractional
finesse


business
\(\bullet \cdot \bullet \cdot \bullet \bullet \cdot \bullet \cdot \bullet \cdot \bullet\)
Tennessee

(See §b. below.)
ment

ity

deity
\[
\bullet \bullet \bullet \cdot \cdot \bullet \bullet \bullet
\]
ation
\(\because: \because\)

Not Used
-

Nesselrode

mental
\(\because \bullet \because: \because \because: ~ \because:\)
hoity-toity

(See §c. below.)
(See §d. below.)

\section*{Used}
ally

rallying

usually

really


Not Used
ally
\[
\because: ~:: ~:: ~: ~: ~: ~: ~
\]
re-ally

(See §c. below.)

\section*{Exceptions}
a. The contraction "ence" should be used when followed by "d" or "r." Ex:

b. The contraction "ness" should be used in such easily read words as:
baroness
\[
\because::: \bullet: \vdots: \vdots
\]
governess

lioness

but not where the root word ends in "en" or "in." Ex:
\[
\begin{aligned}
& \text { citizeness } \\
& \because: \bullet: \bullet: \bullet: \because \bullet: \bullet: \bullet
\end{aligned}
\]
c. The contractions "ity" and "ally" should not be used where "y" has been added to a base word. Ex:
d. The contraction "ation" should be used in preference to the letter "a" and the contraction "tion." Ex:
\[
\text { ration } \quad \because:: \vdots::
\]

\section*{RULE XVI - SHORT-FORM WORDS}


\section*{RULE XVI．}
\begin{tabular}{|c|c|c|c|}
\hline \(\because: \%:\) & herself & \(\because: \%\) & quick \\
\hline \(\bullet \bullet\) & him & \(\because: \because\) & receive \\
\hline \(\because \because:\) & himself & \(\because: \bullet:!: 口:\) & receiving \\
\hline \(\because ?:\) & immediate & \(\because \because:!\) & rejoice \\
\hline \(\because:\) & its & \(\because: 0: \square: \square\) & rejoicing \\
\hline ： 0 & itself & \(\because:!\) & said \\
\hline \(\because\) & letter & \(\because \because:\) & should \\
\hline \(!:\) & little & \(\because \because:\) & such \\
\hline ．\(\cdot\) & much &  & themselves \\
\hline & must & \(\because::!\) & thyself \\
\hline \(\because:!\) & myself & \(\because:!\) & today，to－day \\
\hline \(\bullet!\) & necessary & \(\because:!\) & together \\
\hline  & neither & \(\because:!\) & tomorrow，to－morrow \\
\hline & o＇clock & \(\because:!\) & tonight，to－night \\
\hline ： & oneself & \(\bigcirc:!\) & would \\
\hline  & ourselves & \(\because: \because\) & your \\
\hline ：\(:\) & paid & \(\because: \%:!\) & yourself \\
\hline \(\because: \bullet:\) & perceive & \(\because: \because:!:!\) & yourselves \\
\hline \(\because: \because: \bullet: 口: 口:!\) & perceiving & & \\
\hline \(\because: \because:!\) & perhaps & & \\
\hline
\end{tabular}
47. Short-form words should be used alone or as part of a word. (See §47.d.) Ex:


```

firstly }\quad\because::!::\because:% belittled \quad : : :: :: !: !

```
a. Short-form words must not be divided at the end of a line, but they may be separated from any syllable addition. Ex:

b. A short-form word should be used as the whole proper name only. Ex:





Note: Short-form words which are common words are not to be considered as proper names when they appear in names of books, articles, chapter headings, publishers' names, etc. Ex:


Childrens Press


MY FRIENDLY ENEMY

c. An addition may be made to a short-form word provided it does not result in incorrect spelling. Ex:

d. An addition may be made to a short-form word only if it retains its original meaning and would not obscure recognition of the word. Ex:

aftermath \(\because: \because \bullet \bullet \bullet: \because\) (but not in rafter) \(\quad \because \because:: \because: \because: \because:\)
letterpress \(\quad \because: \because: \because: \because \because:!:!\)

e. An addition may be made to a short-form word provided the combination does not violate lower-sign rules. (See §43.) Ex:

f. An addition may be made to a short-form word provided the combination could not be mistaken for, or have the appearance of, another word. The short-form words for "after," "blind," or "friend" should not be used when followed by a vowel. However, they may be used when followed by a consonant, or a hyphen in a divided word. Ex:

Used

g. A short-form word must not be used if it would cause confusion in pronunciation or in the recognition of an unusual word. Ex:

Stirabout is a porridge.


h. The apostrophe should always be inserted in the exclamation "h'm!" (hm!) to distinguish it from the short-form word for "him" (hm). However, the apostrophe should not be inserted when two or more letter " m ' s " are used in the exclamation. Ex:
```

Hm! : : !: : : !: !:0

```

i. When proper names such as " Al " or " Ab " appear at the beginning of a sentence, they should be preceded by the letter sign to distinguish them from the short-form words for "also" or "about." Ex:

Ag, I said that!


\section*{APPENDIX A - SPECIAL FORMATS}
1. Paragraphing: Where space-saving is desirable, three blank spaces may be left within a line to indicate a new paragraph. If the end of a paragraph ends a braille line, the next paragraph should begin in the fourth cell of the next line. (This practice is occasionally used in magazines.)
2. Poetry: Where space-saving is desirable, poetry may be written as prose. Each stanza should begin in the third space of a new line, and three blank spaces should be left between poetic lines. If a poetic line finishes a braille line, the last word of the poetic line must be carried over to the next braille line. (This practice is occasionally used in magazines.)
3. Breaks in Context: A series of dots or other symbols, used in print to indicate a break in text, may be shown in braille by three asterisks centered on a separate line and divided from each other by a space. Ex:

4. Termination Line: Where it is desirable to indicate ends of articles, stories, etc., a line of 12 consecutive dots 2-5 ! ! should be centered on a new line. No blank lines should be left above or below the termination line. However, if there is insufficient room below the termination line for the heading and the first line of text, the new item should begin on a new page. (This format is primarily employed in magazines.)
5. Tabular Material: Tabular material can, and should, be reproduced wherever possible. Refer to the most recent edition of Braille Formats: Principles of Print to Braille Transcription.
6. Test Materials: (See also Braille Formats: Principles of Print to Braille Transcription, most recent edition.) Test materials should be embossed in braille in such a manner that there will be a minimum of time lost in reading by the blind person being tested. In general, it is recommended that the following practices be used:
a. Begin each test on a new braille page.
b. Do not divide words at the end of lines.
c. Insofar as possible, avoid carrying parts of questions over to another braille page. If a question is too long to be completed on one braille page, without undue waste of space, divide the question at a logical break in thought which will minimize referring back and forth between the braille pages.
d. In tests which direct that the answers be written on a separate sheet, list all answer choices in column form, and complete each choice on a single braille line if the choice itself does not require more than one braille line.
e. In tests employing the underscoring method, it is not necessary to write the choices in column form, but each answer choice should be completed on the line of braille on which it begins, if it does not itself require more than one braille line. In order to give adequate space for underscoring, leave a blank line after each answer choice.
(Note: This practice should be used in test materials intended for one-time use. In permanently bound texts, the print copy should be followed as to spacing and columnar form, and directions should be inserted for writing the answers separately, in order not to mutilate the text.)
f. In true-false tests (which are designed for underscoring), write the question first, and the letters T and F (omitting the capital or letter sign and parentheses) at the end of the question. The T and the F should be separated by two spaces from the end of the question, and from each other. Blank lines should be left between questions to facilitate underscoring.
(Note: As in §e. above.)
7. Outlines: (See also Braille Formats: Principles of Print to Braille Transcription, most recent edition.) In writing outlines, considerable space can be saved by using the following form:
(1) Begin each main division in the third cell of the braille line.
(2) Indent successively two additional cells for the beginning of each subdivision.
(3) Bring all runovers of each main division, or subdivision, to the margin. Ex:

etc.
8. Plays and Other Dramatic Materials: (See also Braille Formats: Principles of Print to Braille Transcription, most recent edition.) These should be reproduced in the following form:

\section*{a. Stage Directions:}
(1) Italics should be omitted for all stage directions, settings, etc., and the braille parentheses should be substituted for all brackets found in the print copy.
(2) Stage settings of scenes should be written in paragraph form.
(3) Stage directions for coming on and off stage, including runovers, should be indented four spaces.

\section*{b. Characters:}
(1) Omit italics in names of characters introducing dialogue, but include them where they appear in dialogue for voice emphasis. Use only the single capital sign before all names of characters.
(2) The names of all characters should begin at the margin, and all runovers of dialogue should be indented two spaces. Never center names of characters.
(3) The name of each character should be followed by a period, and the dialogue should begin on the same line.
c. Each act, as well as the list of characters, etc., should always begin a new page.
d. Poetry: Where plays are printed in poetic form, begin the first line of dialogue on the same line with the name of the speaker, after the period. All other lines of poetry should be indented two spaces, and all runovers should be indented four spaces, to preserve the poetic form. Stage directions for coming on and off stage, including runovers, should be indented six spaces.
9. Special Symbols Page: Include a special symbols page following the title page in each braille volume listing special symbols which are encountered in that volume. These should include:
symbols which have been devised or assigned special usage;
symbols from other braille codes, e.g. Nemeth, Music, Computer Braille Code;
all symbols required by English Braille American Edition to be listed on the special symbols page. These are: accent sign, asterisk, ditto sign, line sign, print symbol indicator, termination sign, scansion and stress signs, end of foot sign, caesura sign, diacritic marks, phonetic symbols, Spanish punctuation marks, non-Latin letter indicator, letter sign used before words printed in a non-Latin alphabet, and Greek and other non-Latin alphabet letters and other special signs for that language.

Use the following format in preparing a special symbols list:
a. Begin a new braille page and center the heading SPECIAL SYMBOLS USED IN THIS VOLUME followed by one blank line.

On the second and succeeding pages, center the heading SPECIAL SYMBOLS (cont.) without a blank line following.
b. Begin each symbol in cell 1 followed by its meaning according to the wording in the text. If the text does not explain a symbol, give its name.
c. Begin all runover lines in cell 3 .
d. List the symbols in the order found in that braille volume.
e. When they fall into categories, list the symbols following the appropriate cell 5 heading.
f. When a noted symbol contains only right-column or only lower-cell dots, enclose the dot numbers in parentheses following the symbol.
[See example on pages A-5 and A-6.]
: : : : : : : : : : : : :
: : : : : : : : : : : : : : : :
::0:! : : ! ! : : : : : : : : : : : : : :

10. Transcriber's Notes Page: Include a transcriber's notes page following the title page and special symbols page, if there is one, in each braille volume noting a special braille format or usage required throughout the volume. Use the following format in preparing a transcriber's notes page:
a. Begin a new braille page and center the heading TRANSCRIBER'S NOTES followed by one blank line. On the second and succeeding pages, center the heading TRANSCRIBER'S NOTES (cont.) without a blank line following.
b. Braille each note beginning in cell 3 with runover lines in cell 1 .

\section*{APPENDIX B. 1.}

\section*{APPENDIX B - FOREIGN LANGUAGES}
(See Rule V. §24.-§26. and Braille Formats:
Principles of Print to Braille Transcription, most recent edition.)

\section*{1. French Accented Letters:}
\begin{tabular}{|c|c|}
\hline Sign & Letter \\
\hline \(\because:\) & ç c cedilla \\
\hline :: & é e acute \\
\hline :: & à a grave \\
\hline & è e grave \\
\hline & ù u grave \\
\hline & â a circumflex \\
\hline & ê e circumflex \\
\hline & î i circumflex \\
\hline
\end{tabular}

\section*{Sign Letter}
ô o circumflex
û u circumflex
ë e with diaeresis
ï i with diaeresis
ü \(u\) with diaeresis
\(\because \quad\) æ diphthong
\(\because \quad\) œ diphthong

\section*{2. Italian Accented Letters:}

\section*{Sign Letter}


Sign Letter
\(\because\) â a circumflex
\(\because\) : ê e circumflex
\(\because\) î i circumflex
\(\because\) O o circumflex
\(\because\) û u circumflex

\section*{3. Spanish:}
a. Accented Letters:
\begin{tabular}{|c|c|c|c|}
\hline Sign & Letter & Sign & Letter \\
\hline \(\because:\) & á a acute & \(\because 8\) & ú u acute \\
\hline & é e acute & \%: & n n with tilde \\
\hline & í i acute & & ü u with diaeresis \\
\hline & ó o acute & & \\
\hline
\end{tabular}
b. Punctuation Signs:

\section*{Sign Meaning}
\(\therefore \quad i\) ? (to be placed before and at the end of sentence or word)
\(\because \quad i!\) (to be placed before and at the end of sentence or word)
\(\because \quad\) - Opening conversation sign*
\(\because: .0 \quad\) - Closing conversation sign*
*To be used where dashes appear in print copy. These signs should be written without a space between them and the first or ending word of conversation. Ex:
-Me alarmé-siguió diciendo-porque se quedó inmóvil y fría.


\section*{APPENDIX B. 4.}

\section*{4. German Accented Letters:}

\section*{Sign Letter}


\section*{5. Latin Diphthongs and Vowel Signs:}

\section*{Sign Diphthong}
\(\because \quad æ\) diphthong
\(\because \quad \propto\) diphthong

Sign Vowel Sign long vowel sign short vowel sign
a. The diphthongs may also be used when the letters are written separately, but they should be avoided with a diaeresis, even if the diaeresis is not printed. Ex:
```

poeta }\quad:!:!:!:!:!:!

```
b. The vowel signs should precede the individual letters affected.
6. Greek:
a. International Greek Alphabet:
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline Sign & \multicolumn{2}{|l|}{Greek Letters} & \begin{tabular}{l}
English \\
Transliteration
\end{tabular} & Sign & \multicolumn{2}{|l|}{Greek Letters} & \begin{tabular}{l}
English \\
Transliteration
\end{tabular} \\
\hline & A & \(\alpha\) alpha & a & & N & \(v \mathrm{nu}\) & n \\
\hline & B & \(\beta\) beta & b & \(\bigcirc\) & \(\Xi\) & \(\xi \mathrm{xi}\) & X \\
\hline !: & \(\Gamma\) & \(\gamma\) gamma & g & & 0 & o omicron & 0 \\
\hline & \(\Delta\) & \(\delta\) delta & d & & \(\Pi\) & \(\pi \mathrm{pi}\) & p \\
\hline & E & \(\varepsilon\) epsilon & e & : & P & \(\rho\) rho & r , rh \\
\hline & Z & \(\zeta\) zeta & Z & & \(\Sigma\) & \(\sigma\) or \(\varsigma\) sigma & S \\
\hline & H & \(\eta\) eta & ē & : & T & \(\tau\) tau & t \\
\hline & \(\Theta\) & \(\theta\) theta & th & \(\because\) & \(\Upsilon\) & \(v\) upsilon & y, u \\
\hline & I & \(l\) iota & i & & \(\Phi\) & \(\phi\) phi & ph, f \\
\hline & K & \(\kappa\) kappa & k & \(\because:\) & X & \(\chi\) chi & ch, k \\
\hline & \(\Lambda\) & \(\lambda\) lambda & 1 & \(\bullet\) & \(\Psi\) & \(\Psi \mathrm{psi}\) & ps \\
\hline \(\because:\) & M & \(\mu \mathrm{mu}\) & m & \(\because:\) & \(\Omega\) & \(\omega\) omega & \(\overline{0}\) \\
\hline
\end{tabular}

c. Other Special signs:

\section*{Sign Meaning}
\(\because\) l iota subscriptum
\(\therefore\); Question mark (written in print as a semicolon)
\(\because-\quad\) Sign for long vowel
\(\because\) - Sign for short vowel
\(\because \quad\) e spiritus asper (rough breathing)
\(\because\), spiritus lenis
\(\because\), Chief stress sign
\(\therefore\), Secondary stress sign

APPENDIX B.

\section*{APPENDIX C - OTHER SYSTEMS (GRADES) OF BRAILLE, SPECIAL BRAILLE CODES}
1. Other Systems (Grades) of Braille: English Braille and Uncontracted English Braille constitute the official systems in English-speaking countries. These have previously been designated as Grade 1 Braille (uncontracted braille) and Grade 2 Braille (contracted braille). The following systems are also extant. Manuals for them can be obtained from the American Printing House for the Blind, P.O. Box 6085, 1839 Frankfort Avenue, Louisville, Kentucky 40206-0085.
a. Grade 3 Braille: This system, an extension of contracted English Braille (formerly Grade 2 Braille), uses additional contractions and short-form words, and outlining (the omission of vowels). Grade 3 contains more than 500 contracted forms and is used mainly by individuals for their personal convenience.
b. Braille Shorthand: This system is designed for use by blind stenographers, and consists of highly contracted forms for writing words, phrases, and letter groups of frequent occurrence in commercial usage.
c. Revised Braille Grade 1½: This system was much less contracted than current English Braille (formerly Grade 2 Braille), employing only 44 one-cell contractions. Its use was confined mainly to the United States where it was the official code from 1918-1932. Copies of this code are no longer available.
2. Special Braille Codes: In addition to literary braille, specialized braille codes are employed for the writing of music, mathematics, scientific formulas, computer notation and materials for other specialized fields. Special codebooks covering these notations are available from the American Printing House for the Blind, P.O. Box 6085, 1839 Frankfort Avenue, Louisville, Kentucky 40206-0085.
3. (4-98) Electronic Addresses and File Names: Braille all e-mail, website and other Internet addresses, file names, and the like according to the rules of the Computer Braille Code, most recent edition. The following is a summary of that Code as it applies to electronic addresses and file names found in non-technical contexts. A list of the most commonly used Computer Braille Code symbols with their print equivalents appears at the end of this section. For a complete list of these symbols and rules for their use, consult Computer Braille Code, most recent edition. Examples demonstrating electronic addresses and file names follow \(\mathbf{j}\). below.

Place a statement similar to the following on the transcriber's notes page:
Computer Braille Code has been used to braille the electronic addresses (file names) in this volume. No contractions are used. Numbers are brailled in the lower part of the cell and no number sign is used. See list of Computer Braille Code symbols on special symbols page.

APPENDIX C. 3.a.
a. Entering and Exiting Computer Braille Code: Braille the Begin Computer Braille

Code indicator, \(:::!(4-5-6,3-4-6)\), or, if appropriate, the Caps Lock indicator, \(::::\) (4-5-6, 3-4-5), immediately before the first braille character in each electronic address or file name. (Instructions for the use of the Caps Lock indicator are given in \(\mathbf{f}\). below.) Braille the End Computer Braille Code indicator \(: \because:\) (4-5-6, 1-5-6), immediately following the last character in each electronic address or file name.
b. Typeface: Ignore any print typeface change or other means of emphasis except capitalization for electronic addresses and file names. (See example 1.)
c. Non-Use of Contractions: Braille electronic addresses and file names without contractions. Do not use the contractions for "to," "into," or "by" before a Computer Braille Code indicator. (See example 2.)
d. Miscellaneous Symbols: Braille all punctuation marks and other symbols in an electronic address or file name according to the list of Computer Braille Code symbols below. (See k. below.)
e. Significant Space: A significant space is a space which is part of the print electronic address or file name and represents one tap of the spacebar. In an electronic address or file name, one blank cell represents one significant space. (See i.(4)(a) below and example 4.)
f. Capitalization: To show capitalization, precede a single upper case letter with the Shift indicator, \(:(4-5-6)\). When two or more consecutive letters appear in upper case, use the Caps Lock indicator, \(: \because:(4-5-6,3-4-5)\). Uppercase is terminated either by the Caps Release indicator, \(\quad::!(4-5-6,1-2-6)\), by the End Computer Braille Code indicator, \(\quad:!:!(4-5-6\), 1-5-6), or by a blank cell. When the Caps Lock indicator begins an electronic address or file name, do not use the Begin Computer Braille Code indicator. (See examples 2 and 3.)
g. Numbers: Braille the numbers in the lower part of the cell as shown below and do not use the number sign. (See examples 2 and 5.) Ex:


\section*{h. Spacing:}
(1) Embedded addresses and file names: When an electronic address or file name is embedded in text, leave only one blank cell before and after it to represent the blank spaces which, in print, sometimes separate it from the surrounding text. If the electronic address or file name must be divided between lines (see \(\mathbf{i}\). below), begin runovers in cell 1. (See examples 1-3.)
(2) Displayed electronic addresses and file names: A single print electronic address or file name or a group of them is said to be "displayed" when it is set apart from surrounding text by blank lines, change of margin, etc. (See example 5.)
(a) When an electronic address or file name or a group of such items is displayed, leave one blank line before and one blank line after the displayed material. Begin the first line in cell 1 and runover lines in cell 2.
(b) Do not insert the Begin and End Computer Braille Code indicators unless literary braille words or punctuation appear with the displayed addresses or file names. In such cases, enclose each address within Begin Computer Braille Code and End Computer Braille Code indicators.
(c) If the preceding text does not make it clear that the displayed material is an electronic address or file name, insert a transcriber's note immediately before the displayed material stating that the following electronic address or file name has been brailled using the Computer Braille Code.
i. Dividing Embedded or Displayed Electronic Addresses and File Names Between

Lines: Braille the entire electronic address or file name, including any opening and closing indicators as required, on one braille line when possible, even if this means leaving a large part of the preceding line blank. When an electronic address is too long for one braille line, proceed as follows: (See examples 2,4 , and 5.)
(1) Divide following a punctuation mark or symbol such as a backslash or tilde, allowing room for the Continuation indicator, even if this means leaving many blank cells at the end of a line.
(2) At the end of each line to be continued, insert the Continuation indicator, \(:: \because: \because\) (4-5-6, 1-2-3-4-6), immediately following the last braille character. All available cells on the braille line need not be filled.
(3) If, in print, a hyphen is used to show that the line is continued, do not braille this hyphen. (See example 5.)
(4) Do not divide an electronic address or file name at any of the following locations:
(a) Before or after an empty braille cell which represents a significant space. (See \(\mathbf{e}\). above.)
(b) Between the two cells of an indicator or other two-cell symbol.
(c) Following the Begin Computer Braille Code indicator, the Shift indicator, or Caps Lock indicator.
(d) Before the Caps Release indicator or the End Computer Braille Code indicator.
j. Literary Punctuation: For punctuation which is adjacent to, but is not part of, the electronic address or file name, use literary braille punctuation marks. Place such marks outside the Computer Braille Code indicators which begin and end the electronic address. (See examples 1,2 , and 4. )

\section*{Examples}

\section*{Example 1:}

Is the address of his website http://www.the_web.com?


\section*{Example 2:}

Send your contributions as e-mail messages to ted@pin.ca.us, to 1074.2986@compserve.com, or leave them as files in directory MB \(\backslash P U B \backslash B A N A ' S \backslash d o c u m e n t \sim r e p o s i t o r y \backslash b r a i l l e \backslash h i s t o r y . ~\)


\section*{Example 3:}

Is the capitalization in McDONALD@xyz.com important?


\section*{Example 4:}

The teacher gave the filename as "c:\my documents\first report."


\section*{Example 5:}

Here are some fictional World Wide Web addresses:
http://jokes.comunisrv.com/homepages/braillerdreams
http://www2.fgo.org/~janey_/wb/~findit.-
curricul.txt/
http://www.happy.smiles.org
This list could be extended indefinitely.

k. Computer Braille Code Symbols: List these signs on the special symbols page. (See App. A. 9.)
(1) Computer Braille Code Indicators:
\begin{tabular}{lll} 
Braille & Dots & Meaning \\
\(\vdots: \vdots:\) & \(4-5-6,3-4-6\) & Begin Computer Braille Code indicator \\
\(\vdots: \vdots:\) & \(4-5-6,1-5-6\) & End Computer Braille Code indicator \\
\(\vdots:\) & \(4-5-6\) & Shift indicator \\
\(\vdots: \vdots:\) & \(4-5-6,3-4-5\) & Caps Lock indicator \\
\(\vdots: \vdots:\) & \(4-5-6,1-2-6\) & Caps Release indicator \\
\(\vdots: \vdots:\) & \(4-5-6,1-2-3-4-6\) & Continuation indicator
\end{tabular}

\section*{(2) Miscellaneous Symbols:}
\begin{tabular}{|c|c|c|c|}
\hline Print & Braille & Dots & Meaning \\
\hline , & : : \(:\) & 4-5-6, 4 & accent grave \\
\hline \& & \(\because\) & 1-2-3-4-6 & ampersand \\
\hline ' & & 3 & apostrophe \\
\hline * & \(\bullet\) & 1-6 & asterisk; star \\
\hline @ & : & 4 & at sign \\
\hline 1 & \(\because\) & 1-2-5-6 & backslash \\
\hline \{ & : \(:\) & 4-5-6, 2-4-6 & brace, left \\
\hline \} & : : : & 4-5-6, 1-2-4-5-6 & brace, right \\
\hline [ & \(!\) & 2-4-6 & bracket, left \\
\hline ] & :\% & 1-2-4-5-6 & bracket, right \\
\hline \(\wedge\) & \(\bullet\) & 4-5 & caret; up arrow \\
\hline : & \(\bigcirc\) & 1-5-6 & colon \\
\hline , & \(\because\) & 6 & comma \\
\hline \# & : & 3-4-5-6 & crosshatch; pound; number sign \\
\hline - & & 3-6 & minus sign; hyphen \\
\hline \$ & !: & 1-2-4-6 & dollar sign \\
\hline . & \(\bullet\) & 4-6 & dot; decimal; period \\
\hline = & :: & 1-2-3-4-5-6 & equals sign \\
\hline ! & \(\because\) & 2-3-4-6 & exclamation point \\
\hline > & : & 3-4-5 & greater than; angle bracket, right \\
\hline < & \(\because\) & 1-2-6 & less than; angle bracket, left \\
\hline
\end{tabular}
\begin{tabular}{llll} 
Print & Braille & Dots & Meaning \\
\((\) & \(\vdots:\) & \(1-2-3-5-6\) & parenthesis, left \\
) & \(\vdots:\) & \(2-3-4-5-6\) & parenthesis, right \\
\(\%\) & \(\vdots!\) & \(1-4-6\) & percent sign \\
+ & \(\vdots!\) & \(3-4-6\) & plus sign \\
\(?\) & \(\vdots:\) & \(1-4-5-6\) & question mark \\
\hline & \(\vdots\) & 5 & quotation marks, double \\
\(;\) & \(\vdots\) & \(5-6\) & semicolon \\
\(/\) & \(\vdots!\) & \(3-4\) & slash \\
& \(\vdots::\) & \(4-5-6,4-5\) & tilde \\
\(\sim\) & \(\vdots::\) & \(4-5-6,4-5-6\) & underscore \\
- & \(\vdots::\) & \(4-5-6,1-2-5-6\) & vertical line
\end{tabular}

\section*{APPENDIX D - DIACRITICS AND PHONETICS}
1. Diacritics: For a braille system of diacritic notation devised for the written representation of word pronunciations in text materials, glossaries, and dictionaries, refer to Braille Formats: Principles of Print to Braille Transcription, most recent edition.
2. Pronunciation Systems of Well-known Dictionaries: For braille systems of notation to express pronunciation symbols employed in a number of well-known dictionaries, refer to Braille Formats: Principles of Print to Braille Transcription, most recent edition.
3. IPA Phonetics Code: For a braille system of notation to express the International Phonetic Association (IPA) Alphabet, refer to Braille Formats: Principles of Print to Braille Transcription, most recent edition.

\section*{APPENDIX D.}

Note: Contractions are shown by underlining. For visual clarity only, adjacent contractions are separated by an oblique stroke.
\begin{tabular}{|c|c|c|}
\hline A & \(\underline{\text { arise }}\) & blfold (blindfold) \\
\hline abbé & \(\underline{\text { arisen }}\) & blinding \\
\hline abv-men/tion/ed (above- & arising & blly (blindly) \\
\hline mentioned) & arose & blness (blindness) \\
\hline abreaction & ar/ound & bls (blinds) \\
\hline accordance & ar/oused & bloodletter \\
\hline acly (accordingly) & asthma & blossomed \\
\hline acreage & astring/ent & blunder \\
\hline add & atmosphere & bone \\
\hline addition & atoned & boned \\
\hline adhere & atoner & boner \\
\hline adher/ed & B & Boone \\
\hline adher/ence & babbled & boredom \\
\hline adher/ent & bacchanal & boutonnière \\
\hline aerial & baroness & boutonniere \\
\hline aeroplane & baronet & bride-to-be \\
\hline affording & battledore & Brigham \\
\hline aff/right/ed & bayonet & brother-in-law \\
\hline af-dinner (after-dinner) & beatify & by and by, \\
\hline afns (afternoons) & Beatrice & by-law \\
\hline afws (afterwards) & beautifully & by the by, \\
\hline agreeable & bedding & by the bye \\
\hline agreeably & been & C \\
\hline ain't & \(\underline{\text { befr (befriend) }}\) & calisthenics \\
\hline air-condition/ed & befriending & can's \\
\hline Airedale & begg/in' & can't \\
\hline al fine \(\quad \therefore:!:\) & belld (belittled) & Castlerea/gh \\
\hline : 0 & Benedict benediction & cathedral cation \\
\hline ally & benevolence & caveat \\
\hline ally & bess (besides) & centime \\
\hline ament & beverage & centimeter \\
\hline ancestor & Bighorn & chaff/in/ch \\
\hline andante & bin/ary & chaise longue \\
\hline anemone & binomial & ch/ancellor \\
\hline antedate & blemish & changeable \\
\hline \begin{tabular}{l}
antenatal \\
apartheid
\end{tabular} & blended & characteristically \\
\hline apartheid & bless ed & Chatham \\
\hline aqueduct & bless/èd & \\
\hline \[
\underline{\mathrm{ar}} / \underline{\mathrm{en}} \mathrm{~L}
\] & blindage & \\
\hline a rived/erci & blinded & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline & conj. (conjunction) & dingy \\
\hline ch/eddar & Conn. (Connecticut) & disc \\
\hline childish/ness & cont. (continued) & dis/eased \\
\hline childlike & contradistinction & dishabille \\
\hline \(\underline{\text { child's }}\) & coronet & dishevelled \\
\hline Childs & cdst (couldst) & dispirit/ed \\
\hline Chisholm & country & dissyllabic \\
\hline Ch/ou En-lai & county & distingué \\
\hline chromosome & coupon & distinguish/ed \\
\hline chuckfull & cowherd & dist. (district) \\
\hline clear/ness & creation & disulphide \\
\hline cleverest & crooner & do (musical note) \\
\hline Coblenz & cross-question/ed & doggone \\
\hline coffee & Cumaean & donee \\
\hline cohere & D & Doolittle \\
\hline colonel & dachshund & dou/blet \\
\hline colorbl (colorblind) & dally/ing & doughtiness \\
\hline Comanch/ean & daredevil & doughty \\
\hline comatose & daunder & dragonet \\
\hline combing & deceivable & dribbled \\
\hline com'ere & dcvd (deceived) & drought \\
\hline comic & deduced & droughty \\
\hline comin' & deduction & dukedom \\
\hline com/ing & denationalization & dunderhead \\
\hline comique & denatured & Dworkin \\
\hline comitia & denomin/ation & d'you \\
\hline compone & denominator & E \\
\hline component & denoted & ebb/ed \\
\hline Compton & denouement & ebb-tide \\
\hline conation & denounced & \\
\hline conatus & denudate & edacious \\
\hline conceivable & denunciation & Ed (name) \\
\hline concvd (conceived) & deny & edict \\
\hline concvr (conceiver) & derailment & edition \\
\hline con. (concerto) & derangement & education \\
\hline conch & deride & educed \\
\hline concept & derision & e'en \\
\hline coned & derisive & effaceable \\
\hline coneflow/er & derivable & effeminate \\
\hline coney & derivation & effortless \\
\hline Congo & derivative & egg-head \\
\hline congressional & derived & eggs \\
\hline conic & derogatory & \\
\hline conifer/ous & deshabille & \\
\hline & din/ghy & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline élévation & for/th/with & har/ness/ed \\
\hline emblematic & fought & haven't \\
\hline enamel & found/ation & headdress \\
\hline encephalitis & fountain & heartsease \\
\hline encyclopaedia & Frances & her/editary \\
\hline encyclopædia & freedom & heresy \\
\hline encyclopedia & frless (friendless) & heretic \\
\hline enormous & frly (friendly) & here/with \\
\hline enounce & frs (friends) & hideaway \\
\hline en route & frship (friendship) & hing/ed \\
\hline ensphere & fright/en/ed & hoity-toity \\
\hline enumer/ation & froward & hone/sty \\
\hline enunciation & fruity & honey \\
\hline equidistance & fulfillment & horseradish \\
\hline equinox & G & hothouse \\
\hline eradication & gadab (gadabout) & hypsometer \\
\hline erasable & galingale & , \\
\hline eraser & gasometer & idea \\
\hline erection & genealogy & idealistic \\
\hline eroding & général & imagery \\
\hline erosion & Ger/many & immly (immediately) \\
\hline eruption & giblet & impartial \\
\hline ethereal & ging/er & impermeable \\
\hline ethereally & gingham & \(\underline{\text { inasmch (inasmuch) }}\) \\
\hline evermore & gobbled & in-bet (in-between) \\
\hline ever/sion & go-bet (go-between) & inconceivable \\
\hline every-day & Goering & incongruity \\
\hline everyday & Goethe & incongruous \\
\hline exoner/ation & gdies (goodies) & \(\underline{\text { indiarubb/er }}\) \\
\hline expedited & gds (goods) & \(\underline{\text { indistinctness }}\) \\
\hline expedition & goshawk & ineradicable \\
\hline F & gover/ness & Inge \\
\hline fandango & grandame & ingénue \\
\hline fear/some & grasshopper & inglenook \\
\hline fencer & grtness (greatness) & \(\underline{\text { in/here }}\) \\
\hline festooned & grey'ound & inher/ent \\
\hline feverish & H & ironed \\
\hline fiance & haddock & \\
\hline fiancé & hades & \\
\hline fin/ery & hadji & \\
\hline finesse & Hadley & \\
\hline fing/er & hadn't & \\
\hline fst-begotten (first-begotten) & hand/somer & \\
\hline fstly (firstly) & hand/some/st & \\
\hline foredoomed & Hapgood & \\
\hline
\end{tabular}
irredeemable
isinglass
isometry
isthmus
it'd
it'll
it's
J
Jamestown
Jones
K
kettledrum
kilowatt
King/ston
Lancelot
land/lord
launder/ing
learned
leghorn
Len/ingrad
less
lring (lettering)
lever
leverage
limeade
lin/eage
lin/ea/ment
lin/en-draper
ling/er
lingerie
lioness
lionet
lissome/ness
llr (littler)
Ll (Little) Rock
Littleton
locoweed
longevity
longitude
lordly
Louis Brl (Braille)
M
maenad
maharajah
mah-jongg
malediction
McCommack
McConnell
memento
men/ingitis
mental
merry-go-round
midafn (midafternoon)
midday
mileage
milord
mingled
Minneapolis
minuteness
misally
misconceived
mishap
misoneism
mistake
mistaken
mistemper/ed
mistitled
mistook
monetary
money
mong/er
Mongolian
mongoose
mongrel
mooned
More
more'n
moreover
Mortimer
mountain/ous
mustache
must/ard
must/er/ing
mstn't (mustn't)
msty (musty)
N
named
nationality
Neand/er/thal
ne'er-do-well
Nesselrode
nightingale
Nipponese
noblesse
non-commission/ed
northeast
nought
noway
nowise
O'Connor
odd
odd/ity
oedema
Oedipus
offer/ing
often
oleagin/ous
omentum
oner/ous
opponent
optime
orangeade
Othello
other
out-and-out
paean
painstaking
partake
partaken
partaker
Par/thenon
partiality
particular
partook
passe-partout
\begin{tabular}{|c|c|c|}
\hline peaceable & Prof. & rever/ence \\
\hline pean & profanely & rever/end \\
\hline peanut & profanity & reverie \\
\hline peddler & profert & reversed \\
\hline Pekingese & professor & revery \\
\hline pen/sion (boarding house) & proficiency & ribband \\
\hline peoples & profile & ribboned \\
\hline people's & profound/ness & riffraff \\
\hline perceivable & pronghorn & righteousness \\
\hline percvd (perceived) & proponent & roof/er \\
\hline perineum & pythoness & roseate \\
\hline peritoneum & Q & roundelay \\
\hline permeable & question/ary & rou/stab (roustabout) \\
\hline peroneal & question/ed & S \\
\hline persever/ance & questionee & sacch/ar/ine \\
\hline Phoenix & questionnaire & safflow/er \\
\hline phone & quibbled & Saint or St. \\
\hline phoned & qken (quicken) & Sally \\
\hline phonetically & R & scone \\
\hline pimento & rafter & scribbled \\
\hline pineapple & rally & sea \\
\hline ping-pong & ration/ally & seafar/ing \\
\hline piñon & ready-to-wear re-ally & sea-island \\
\hline pioneer/ing & \begin{tabular}{l}
re-ally \\
really
\end{tabular} & séance \\
\hline pity/ing & reappear/ance & sedate \\
\hline poleax & receivable & sedition \\
\hline pongee & rcvd (received) & seduced \\
\hline popedom & rcvrship (receivership) & seduction \\
\hline preaction & redact & self-belief \\
\hline preadamite & redeemed & self-command \\
\hline preamble & redemption redistribution & self-control \\
\hline preconceived predacious & redrafter & self-distrust señor \\
\hline predated & reduced & sever \\
\hline predicament & reduction & several \\
\hline prediction & redundance & severe \\
\hline predilection & renege & sever/ity \\
\hline prenatal & renunciation & sh! \\
\hline prerogative & repartee & shadberry \\
\hline prisoner prithee & requestion/ed & \\
\hline pro and con & reread & \\
\hline problematically & reverber/ation & \\
\hline
\end{tabular}
shaddock
shadow/ed
shallop
shallow/ness
shanghaied
sh/edding
Sheean
sh/eriff
sh/eriff's
sh/eriffs
sh/ingled
sh/oulder
shdn't (shouldn't)
shdst (shouldst)
sing/ed
Singh
sing/ing
singular
skedaddle
smoother
smother
so (musical note)
so-and-so
sobeit
somersault
Somerset
some/times
sooner
sorghum
so's
soso
SO-SO
sou'east/er
sought
sou/theast
sparerib
Spartan
Spencer
sphere
spikenard
spirit/less
spirits
spongy
sprightly
\begin{tabular}{|c|c|}
\hline squally & then \\
\hline Stalingrad & th/ence/for/th \\
\hline st/and-by & thereabs (thereabouts) \\
\hline st/ation/ary & thereagst (thereagainst) \\
\hline stevedore & thermometer \\
\hline still-life & theses \\
\hline stillness & th/ing-in-xf (thing-in-itself) \\
\hline still's & thistledown \\
\hline st/ingy & th/ought/ful/ness \\
\hline stirabout & threshold \\
\hline Street or St. & through/out \\
\hline string/endo & th/under/ing \\
\hline string/ent & timed \\
\hline strongyle & timing \\
\hline St. Swith/in & ting/ed \\
\hline subbasement & tingled \\
\hline subpoena & 'tion \\
\hline sudd/en/ness & to \({ }^{\text {and }}\) fro \\
\hline suède & to-do \\
\hline sunder & toenail \\
\hline sustain & tomentose \\
\hline sweetheart & tone \\
\hline swith/er & toned \\
\hline sword & tongs \\
\hline syringe & tongue \\
\hline T & tooth/some \\
\hline tableau & topfull \\
\hline tablet & tow/ards \\
\hline taffrail & towhee \\
\hline Tammany & Townsh/end \\
\hline tea & trin/ary \\
\hline tear & trinodal \\
\hline tea/time & trinomial \\
\hline teethed & trisacch/aride \\
\hline telephone & trombone \\
\hline telephoned & trypanosome \\
\hline Ten/nessee & turtledove \\
\hline tethered & tweedledum \\
\hline that'd & twing/ed \\
\hline that'll & twofold \\
\hline that's & \\
\hline theaceous & \\
\hline theater & \\
\hline thee & \\
\hline theirs & \\
\hline
\end{tabular}
squally
Stalingrad
st/and-by
st/ation/ary
stevedore
still-life
stillness
still's
st/ingy
stirabout
Street or St.
string/endo
string/ent
strongyle
St. Swith/in
subbasement
subpoena
sudd/en/ness
suède
sunder
sustain
sweetheart
swith/er
sword
syringe
tableau
tablet
taffrail
Tammany
tea
tear
tea/time
teethed
telephone
telephoned
Ten/nessee
tethered
that'd
that'll
that's
theaceous
theater
thee
theirs
then
th/ence/for/th
thereabs (thereabouts)
thereagst (thereagainst)
thermometer
theses
th/ing-in-xf (thing-in-itself)
thistledown
th/ought/ful/ness
threshold
through/out
th/under/ing
timed
timing
ting/ed
tingled
tion
to and fro
to-do
toenail
tomentose
tone
toned
tongs
tongue
topfull
tow/ards
towhee
Townsh/end
trin/ary
trinodal
trinomial
trisacch/aride
trombone
trypanosome
turtledove
tweedledum
twing/ed
twofold
\begin{tabular}{|c|c|c|}
\hline twosome &  & wright \\
\hline U & \(: 0: 0 \quad \therefore \quad: \quad 0: ?\) & wrought \\
\hline ultrared & vice-consular & X \\
\hline unac (unaccording) & viceregal & xylophone \\
\hline unbeknown & viceroy & Y \\
\hline unblemish/ed & V-J Day & yearned \\
\hline unblfold (unblindfold) & & yeggman \\
\hline unconceived &  & you'd \\
\hline uncongealable & & you'll \\
\hline uncongenial & & you'n \\
\hline undcvd (undeceived) & W & young/st/er \\
\hline undcld (undeclared) & wafter & you're \\
\hline underived & wagoner & yrs (yours) \\
\hline underogatory & wakerife & you's \\
\hline undishearten/ed & wasn't & \({ }^{\text {you've }} \mathrm{z}\) \\
\hline undistinguish/ed & wea/thered & zither \({ }^{\text {Z }}\) \\
\hline unear/th & weever & zone \\
\hline uneasy & well-be-ing & zoned \\
\hline uneaten & wer/en't & zounds \\
\hline unfrly (unfriendly) & wh/ence & \\
\hline unfulfilled & where/abs (whereabouts) & \\
\hline unknown & wh/ere'er & \\
\hline unless & wh/er/ever & \\
\hline unlessoned & which/ever & \\
\hline unlred (unlettered) & which'll & \\
\hline unmistakable & whither & \\
\hline unnec (unnecessary) & Will & \\
\hline unpd (unpaid) & willing & \\
\hline unpercvd (unperceived) & will-o'-the-wisp & \\
\hline unpercvg (unperceiving) & Will's & \\
\hline unquestionably & win/some/ness & \\
\hline unrjcd (unrejoiced) & witches'-besom & \\
\hline unrjcg (unrejoicing) & withe & \\
\hline untow/ard & with/er/ed & \\
\hline useable & with/in & \\
\hline useless & with/out & \\
\hline usually & word/ing & \\
\hline \(\stackrel{\text { V }}{\text { vainglorious }}\) & workpeople & \\
\hline vainglorious & worldliness & \\
\hline valediction & wd-be (would-be) & \\
\hline valedictory & wdn't (wouldn't) & \\
\hline Vand/erbilt & wdst (wouldst) & \\
\hline Vandyke & Wright & \\
\hline
\end{tabular}

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