

17.3b Long footnotes. Footnotes of more than seven words should be inserted immediately below the paragraph in which the reference occurs. Each note, preceded by its identifying braille reference indicator, is brailled in paragraph form starting in cell 7 with runover lines starting in cell 5. If a footnote contains several paragraphs, each one is indented to cell 7. The indentation of the footnote clearly distinguishes it from the text and therefore a blank line is not left either before or after the note. Example:

... brought in by the Moors.* The offspring was the finest horse in Europe.

* The Moors taught the Spanish much about horses ...

The image shows the Braille transcription of the example text and footnote. The main text is on one line. The footnote is indented and spans three lines, starting with a Braille asterisk. The Braille characters are represented by dots in a grid format.

A paragraph may contain several indicators referring to footnotes, some short and some long. The short footnotes are inserted into the text as explained above. If there is only one long footnote in a paragraph, use only the braille asterisk for the reference indicator, regardless of the print symbol, number, or letter.

- Note: Further discussion of footnotes can be found in the directions to Drill 33.

17.3c Paragraphs containing multiple reference markers. When there is reference to more than one long note in a paragraph, regardless of the print symbols, numbers, or letters, insert the braille asterisk followed by the unspaced number 1 (⠠⠠⠠⠠⠠⠠) at the first point of reference, number 2 (⠠⠠⠠⠠⠠⠠) at the second, and so on. At the end of the paragraph each footnote, preceded by its identifying numbered asterisk and a space (do not include a period), is brailled as a separate paragraph. Begin each in cell 7 with runover lines starting in cell 5.

- Note: Literary format should not be used for heavily annotated study texts such as those that use both numbered and lettered footnote indicators or have all of the notes compiled in a note section at the end of each chapter or at the end of the book. Such books should be brailled according to the rules in *Braille Formats: Principles of Print to Braille Transcription*.

17.4 Source References [IV.23]

In general, references (such as *Chapter 6, page 9, line 2*, or *Verses 1-6*) are brailled as they appear in print. They may be condensed (abbreviated) only if the meaning would be perfectly obvious and considerable space would be saved. When condensing references follow the rules as set forth in *English Braille American Edition 1994*, Rule IV.23.

17.4a Section numbers and reference citations. Follow print spacing and capitalization when brailleing section numbers and reference citations. Print dots used as separators in such citations should be represented by the braille decimal point only when they occur between arabic numbers. When a dot occurs between roman numerals and arabic numbers or between numbers and letters it should be represented by the braille period. Examples:

6.4.5 ⠠⠠⠠⠠⠠⠠⠠⠠ II.7 ⠠⠠⠠⠠⠠⠠⠠⠠⠠

A letter sign is needed in a citation only when a letter immediately follows a number, or a number and a comma, colon, or hyphen (see §3.1a). [II.12.a(1) and VII.28.a] Examples:

13.2b ⠠⠠⠠⠠⠠⠠⠠⠠ 2:B ⠠⠠⠠⠠⠠⠠⠠⠠

6-a, 6-c ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ 9.1.a. ⠠⠠⠠⠠⠠⠠⠠⠠⠠

V.3.A(5)(c) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

VI.30a-f ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

VI.30.a.-f. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

17.4b Biblical and other religious references. In standard prose, references to the Bible, Koran, and other religious works should be brailled as they appear in print. Examples:

Razi on Sura 2:219/216 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

St. Luke 15:11—24 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Deuteronomy 16.19 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

17.4b(1) Condensing biblical references. *Only* when brailleing a publication that is primarily devoted to religious topics and contains numerous citations should references be condensed. The manner in which a biblical reference is condensed in braille depends upon whether the name of the book is spelled out or abbreviated. The following guidelines for condensing biblical references were developed at the International Consultation on Braille Production of Bibles held in Darmstadt, Germany, in 1983.

17.4b(2) Condensing biblical quotations when book name is spelled out. When the book name is spelled out, print should be followed and a space left between the name and the following chapter number. The chapter number and verse or verses are then brailled using a number sign with each but leaving no space between the two. When condensing, do not divide these chapter and verse numbers between braille lines. Print colons and commas are ignored. Arabic numbers are substituted for roman numerals. Regardless of print, hyphens are used to join verses to verses and chapters to chapters. A dash is used to join verses to chapters. Examples:

Pagination of preliminary pages (table of contents, dedications, prefaces, etc.) will be discussed in Lesson 19.

17.7a Literary-style pagination. In literary-style pagination, consecutive page numbers are placed so that they end at the right margin of line 1 on every page of a braille edition. This is the method that you have been using in past lessons. *All certification manuscripts must be prepared using literary-style pagination.* [Note: Correspondence students are to braille the exercise in this lesson and all future lessons in this style. Classroom teachers may choose otherwise, but it should be noted that the teacher's edition shows exercises using literary-style pagination only.]

17.7b Textbook-style pagination. [BF Rule 1, §13] When a book is brailled in literary style, the braille page numbers are placed at the *top*, right-hand corner of the page. When a book is brailled in textbook style, the braille page numbers are placed at the *bottom*, right-hand corner of the page—and the print page numbers are placed at the top of the page.

When a new print page is started at the top of a braille page, the print page number is brailled in the last cells of the first line, with no fewer than three blank cells left between the page number and the running head.

Consecutive braille page numbers are placed in the last cells of the last line on every page, again leaving room for at least three blank cells between the last word and the page number.

As an example, suppose the exercise in this lesson is brailled using textbook-style pagination. The first braille page will have the print page number (17-11) placed at the end of line 1 and the braille page number (1) at the end of the 25th line.

You will not be able to complete the first print page on the first braille page. To indicate to the reader that the first print page continues on to subsequent braille pages, the same print page number is placed on the first line of the next braille page preceded by the unspaced letter *a* for the first continued page, the letter *b* for the second, etc. These letters are brailled without the letter sign. So, the second braille page will have the print page number 17-a11 (⠗ ⠕ ⠗ ⠏ ⠑ ⠗ ⠏ ⠏ ⠗ ⠏ ⠑ ⠒) on the first line and the braille page number 2 (⠼ ⠼ ⠒) at the end of line 25.

Note that when page numbers consist of a combination of the chapter number and a page number, as in this manual, in braille the numbers are separated by a dash—in which case the number sign must be repeated.

You will be on the fourth braille page before you come to the end of the first print page. To indicate the change to a new print page, a *page change indicator* (also known as a *print page indicator* or a *page change line*) is placed on the line immediately following the last line of text of print page 17-11.

The print page change indicator is a line of unspaced dots 3-6 that starts at the left-hand margin and continues all the way across the page to the new print page number. No space is left between this indicator and the first symbol of the print page number.

Example:



If you are in the middle of a sentence or paragraph, the text should continue on the line immediately below the page change indicator. In our example, however, we have come to the end of the print page at the end of an excerpt. Because there is a blank line left between each of the excerpts in print, a blank line is left following the print page change indicator. Subsequent pages will be numbered *17-a12*, *17-b12*, etc.

• Note: Although the Braille Authority of North America (BANA) is working toward eliminating differences between literary-style and textbook-style formatting, disparities do remain. When material is transcribed using textbook-style pagination, all of the rules for formatting as set forth in *Braille Formats* must be followed. For instance, when using textbook-style pagination, the rules for footnotes as stated in *Braille Formats*, not those in *EBAE*, must be followed.

17.7c Repetition sign. Under no circumstance should a series of page numbers be erased and corrected. If it is found that a braille page number has been repeated in work that was generated on a braillewriter or slate and stylus, insert the *repetition sign* (dots 5-6) unspaced before the repeated page number. When used, this sign must be listed on the special symbols page (to be studied in Lesson 19).

17.7d Omission sign. If a braille page number has been omitted, insert the *omission sign* (dot 5) unspaced before the page number that follows the omission. When used, this sign must be listed on the special symbols page. If several page numbers have been repeated or omitted, this should be explained on a transcriber's notes page (to be studied in Lesson 19).

Drill 33

Braille the following material twice, first using literary-style pagination and *EBAE* rules for footnotes as explained in this lesson, and again using textbook-style pagination and *Braille Formats* rules for notes.

Braille Formats, Rule 12, §3, calls for all notes, whether long or short, to be brailled immediately below the line on which the reference to it appears. Complete the braille line in which the reference indicator occurs. Start the note on the next line, using the same reference indicator as shown in print. For instance, if the print reference marker is a superscripted number 1, the braille indicator, both in the text and preceding the note will be ⠠⠠⠠⠠ whether the note is long or short. Just as with literary-style footnotes, start the note in cell 7 with runovers in cell 5. Do not leave a blank line before or after the note.

In the literary-style version use the running head **JEFFERSON THE VIRGINIAN** (not Drill 33). Use full capitals and do not use italics. Due to the longer page number, use the running head **JEFFERSON** in the textbook-style version. (Running heads will be studied further in Lesson 19.) Leave a blank line between the running head and the centered chapter title and another blank line between the title and the text. Follow print capitalization for the chapter title. For the first print page number in the textbook-style version of the drill, use the print page number on which the excerpt begins. This excerpt

was taken from *Jefferson the Virginian* by Dumas Malone (Little, Brown and Company, 1948).

Assume that a classroom teacher has asked you, the transcriber, to add a note at the end of the transcription of this material explaining its source. Do this using a transcriber's note.

JEFFERSON THE VIRGINIAN

The Services of Peter Jefferson

THE EARLIEST recollection of Thomas Jefferson was of being carried on a pillow by a mounted slave on the journey from Shadwell to Tuckahoe. The circumstances must have been specially impressive, for he was only two or three years old at the time.¹ He had now ceased to be the youngest member of the family but he was still the only boy. At the age of twenty months he had acquired a third sister, and a fourth was born shortly after he turned three. Two more boys were born at Tuckahoe, but one lived only a few weeks and the other did not survive a day. The five young Jeffersons and the three young Randolphs comprised a good-sized group of children, and doubtless a lively one.²

If the house was then completed in its historic external form, as seems probable, they could have lived almost as two separate families, thereby diminishing domestic confusion to some degree. It had two distinct wings which were connected by a large room or salon, and thus it assumed the shape of the letter "H." One of the wings had brick ends, but otherwise it was a frame structure, painted white. At that time it may not have contained the fine paneling and rich stairways which were seen in it later, but the rooms had high ceilings and were airy. Jefferson was there as a little boy and he often stopped with Thomas Mann Randolph after he grew up, but he saw no reason to describe such a familiar house in letters. Architecture of this sort did not impress him after he was attracted to classic columns and had begun to dream of stateliness; but this home of his first memories, set above a greater stream than the Rivanna, always must have seemed an exceedingly pleasant place.³

¹ Family tradition as given by Randall, I, 11; *Domestic Life*, p. 6.

² Peter Jefferson's records of tobacco at Tuckahoe begin with the year 1745, and the family probably left Shadwell before the birth of Martha on May 29, 1746. They had undoubtedly moved before Sept. 12, 1746, when the Colonel set out on a surveying expedition. On the children, see Appendix I, C.

³ On the Tuckahoe Randolphs see Appendix I, B, 1.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of four excerpts, two biblical quotations, a biblical reference, and three accolades. Use the running head **LESSON 17** on the first line of every page of the exercise.

On the first page only, leave the 2nd line blank. The number, title, author, and publishing information of the first excerpt, just as it appears in print, should start on the 3rd line in standard paragraph format. Leave a blank line between the title information and the excerpt, as you learned in the rules for quoted material in Lesson 15.

When the first excerpt has been completed, leave a blank line before starting the next. Leave a blank line before each succeeding numbered problem.

Use normal paragraphing format and leave one blank line between the biblical quotations, reference, and accolades.

Assume that #5 and #6 are quotations found in a newspaper or a work of fiction. Condense the citation in #7.

If material that must be followed by a blank line ends on lines 24 or 25 of the braille page, leave a blank line following the running head on the next page.

LESSON 17

1. Excerpt from *Certain Trumpets*, by Garry Wills (Simon & Schuster, 1994):

Yet there have been great leaders who took people toward destruction, of others or themselves or both. Hitler. Nero. Stalin. Some would like to sanitize the term "leader" by distinguishing it from words like demagogue or dictator or autocrat. "Bad leaders" trick others, impose their will, leave others no choice. James MacGregor Burns says that autocrats cannot *not* be followed, so they are not leaders.¹ But Hume reminds us that even the head of a police state cannot impose his single will by force. His police outnumber him; he must *persuade* them to oppress the people.² St. Augustine says that the leader of a gang of thieves must keep good order in the gang, observing equity in matters like the division of spoils: "Even robbers, in order to *disturb* the peace of others with ruthless efficiency, take care to *maintain* peace among themselves."³

1. James MacGregor Burns, *Leadership* (Harper & Row, 1978), p. 24, on what he imagines was medieval autocracy: "Authority was quite one-sided. Rulers had the right to command, subjects the obligation to obey."
2. David Hume, "Of the First Principles of Government": "The sultan of Egypt or the emperor of Rome might *drive* his harmless subjects, like brute beasts, against their sentiments and inclinations; but he must at least have *led* his marmadukes or praetorian bands, like men, by their opinions." Eugene F. Miller, ed., *Essays Moral, Political, and Literary*, (Liberty Classics, 1985), p. 32.
3. St. Augustine, *The City of God* 19.12.

2. Excerpt from *Money, Whence It Came, Where It Went*, by John Kenneth Galbraith (Boston: Houghton-Mifflin, 1975):

By far the most memorable participant in this debate was a London stockbroker of Jewish provenance who, unknown to himself or anyone else, was, by this discussion, launching one of the most famous careers in economic thought. Some would later count him the greatest of all economists. This was David Ricardo, and he was an uncompromising supporter of the Bullion Committee and of what soon was to be known over the world as the gold standard. "During the late discussions on the bullion question, it was most justly contended, that a currency, to be perfect, should be absolutely invariable in value."¹⁰ After conceding that precious metals could not be counted upon to be quite so invariable and perfect ("they are themselves subject to greater variations than it is desirable a standard should be subject to. They are, however, the best with which we are acquainted."¹¹), Ricardo went on to hold that, without such a standard, money "would be exposed to all the fluctuations to which the ignorance or the interests of the issuers might subject it."¹² He was not opposed to bank notes. He thought them economical and a great convenience. But let them always be fully convertible into the metal on demand.

¹⁰David Ricardo, *The Works and Correspondence of David Ricardo*, Vol. IV. *Pamphlets 1815-1823*, Piero Sraffa, ed. (Cambridge: Cambridge University Press, 1951), p. 58.

¹¹Ricardo, *Pamphlets*, p. 62.

¹²Ricardo, *Pamphlets*, p. 59.

3. Excerpt from *Working*, by Studs Terkel (New York: Pantheon Books, 1974):

Our neighbors came over. They're sixty-eight. They're broiler farmers. * She plays piano in the church, by songbooks written in do-re-mi notes. I brought a record out—hits of the last sixty years. It was from Caruso to Mario Lanza or something. She didn't recognize one piece of music on that record except Eddy Arnold. They didn't get a radio down there until about 1950, because they weren't wired for electricity.† So we've got one foot in the thirties and one in the seventies.

* "Arkansas is the leading producer of poultry in the United States. The broiler farmer invests somewhere between twenty and thirty thousand dollars in two chicken houses. They hold up to seven thousand baby chicks. The packing company puts the chicks in and supplies the feed and medicine. At the end of eight weeks they're four and a half pounds. The companies pick 'em up and pay you for 'em. Ralph Nader's been after them. It's almost white slavery. The farmer invests and the company can say, 'This is a lousy lot, we're not gonna pay you the full price.' But you're still putting in twelve hours a day."

† Clyde Ellis, a former congressman from Arkansas, recalls, "I wanted to be at my parents' house when electricity came. It was in 1940. We'd all go around flipping the switch, to make sure it hadn't come on yet. We didn't want to miss it. When they finally came on, the lights just barely glowed. I remember my mother smiling. When they came on full, tears started to run down her cheeks. After a while she said: 'Oh, if only we had it when you children were growing up.' We had lots of illness. Anyone who's never been in a family without electricity—with illness—can't imagine the difference. . . . They had all kinds of parties—mountain people getting light for the first time. There are still areas without electricity . . ." (quoted in *Hard Times* [New York: Pantheon Books, 1970]).

4. Excerpt from *Love, Eleanor*, by Joseph P. Lash (New York: Doubleday & Co., Inc., 1982):

I started this letter before dinner (I'm at the White House) and was summoned to the President's study for cocktails. You and I never seem to be on time where the C-in-C is involved. He was in a jovial mood so I guess the visit of Mr. 'Brown'* has gone well. Mrs. R. says that the Pres. feels he got onto a warmer personal basis with Mr. 'Brown.' It amuses me that with the Pres. who is so coldly impersonal himself and with Mr. 'Brown' who belongs to a clan that prides itself on its ability to evaluate people & events impersonally, the object becomes one of getting onto a plane of discourse that has more warmth.

Did I ever tell you that one weekend at H.P. when Mackenzie King† was there and some Vassar girls, we got onto a discussion of post-war organization? The Pres. then talked about a monopoly of post-war military power in the hands of England and the United States. I meekly asked—what about Russia, and the Pres. dismissed it. Tonight Jane Plimpton‡ asked the Pres. anent a remark of his that we would police the aggressor nations after the war to see that they didn't rearm—who would do the policing? The Pres. remarked: ourselves, the English, the Russians, and the Chinese. Mrs. R. & I both looked at one another and smiled. Then he said, 'If we hang together,' and that he thought we would.

* Mr. "Brown" was the code name for Vyacheslav M. Molotov, Soviet Commissar of Foreign Affairs, whose fateful visit to the White House, where he had pressed for an early second front, had just been concluded.

† Canada's Prime Minister.

‡ Vassar student body head who had attended the Campobello Summer Institute.

5. "Render unto Caesar the things that are Caesar's, and unto God the things that are God's."
(Matt., xxii, 21.)

6. In a letter to the Thessalonians (1 Thess. 4:11), Paul urges the faithful . . .

7. "There be three things which are too wonderful for me, yea, four which I know not: The way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; and the way of a man with a maid." —Prov. XXX, 18-19

8. "A CLASSIC THRILLER." — *Publishers Weekly*

9. "Adds new meaning to the word RIVETING."
—Atlanta Journal and Constitution

10. "Masterfully plotted and brilliantly told. The suspense is unrelenting and its satisfaction is guaranteed."

John Winston
author of *Helpless!*

