

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!*

