

## Section 16

### Notes

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#### 16.1 Fundamentals

- 16.1.1 All types of notes are simply called *notes* in this section. Notes give the reader additional information, e.g., the pronunciation of a word, etc.

**Note:** There are unique situations for specific types of notes, such as tables and gloss notes in foreign language texts. (See *Formats*, §16.5.)

- 16.1.2 For the purposes of these guidelines, a print *reference mark* is defined as any number, letter, or character used to indicate that there is an additional note to the matter that is being discussed.
- 16.1.3 Print uses many different symbols to indicate the presence of a note, e.g., asterisk, dagger, hollow dot, superscripted numbers or letters, etc.
- 16.1.4 The print explanatory notes may be located:
- At the foot of the page.
  - In the margin.
  - Between lines of narrative text.
  - In columns facing the narrative text.
  - On a page facing the narrative text.
  - Immediately above or below columned or tabular material.

- g. In a note section, either at the end of each chapter or at the back of the book.
- h. Online, with a URL provided in print. In this case, the URL is transcribed, but the transcriber is not responsible for putting the actual notes in the braille edition.

16.1.5 Corresponding braille notes may be located:

- At the end of the print page, separated from text by a separation line.
- Before or within tabular material.
- At the end of the chapter or volume.
- In a separate volume for heavily annotated text.

16.1.6 **A Braille Reader's Perspective.** Providing a braille format for notes is difficult because two things are required. Notes must be easy to find when necessary, but also easy to skip for uninterrupted reading.

## 16.2 Print Reference Marks

- 16.2.1 Usually a reference mark is printed in the text after the word(s) to be explained (e.g., word<sup>1</sup>, word<sup>a</sup>, word<sup>\*</sup>, or word<sup>†</sup>). The reference mark is typically repeated in some form before the word at the beginning of the note (e.g., 1. note, <sup>a</sup> note, <sup>\*</sup>note, or <sup>†</sup>note). Follow print for the use of the reference marks.
- 16.2.2 When print uses a symbol to indicate the presence of a note, use the braille equivalent that represents that print symbol. Follow print for spacing, capitalization, and punctuation. Braille reference marks should appear on the same braille line as the word (or last word) referenced. Examples of print reference marks and their braille equivalent (grade 1 indicators are used as required but are not technically part of the symbol and should not be included in the Special Symbols list):

Asterisk	⠠⠨⠠
Dagger	⠠⠨⠠⠨
Double Dagger	⠠⠨⠠⠨⠠⠨
Superscripted number 1	⠠⠨⠠⠨⠠⠨⠠
Superscripted letter b	⠠⠨⠠⠨⠠
Superscripted hollow dot	⠠⠨⠠⠨⠠⠨⠠

- ### Example 16-1: Book with Asterisk Reference Mark

(craft<sup>o</sup>)  
craft<sup>o</sup>.

Now is the time for all brave men to fly to Mars<sup>†</sup>—then come home.

script<sup>1</sup> or libretto<sup>a</sup>

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## 16.3

- Follow print when emphasis is used to identify words or phrases with reference notes, e.g., all footnotes are underlined, blue print represents vocabulary, and highlighting represents glossary notes.
- When it is clear that one type of emphasis indicates notes, explain this in a transcriber's note. Sample:

All of the bold words in this volume have reference notes associated with them.

### Example 16-5: Reference Indicated by Underlining

Telemachus' frenzy struck someone as funny,  
and soon the whole room roared with laughter at him,  
so that all tension passed. ...

170

The image displays a 10x10 grid of 100 small 5x5 dot patterns. Each pattern is a 5x5 grid of dots. The patterns are arranged in a 10x10 grid, with the central pattern (at row 5, column 5) highlighted in gray.

## 16.4

- Some notes may appear in the margin, alongside the referenced text, using no print symbol or emphasis.
- Insert the word “note”, enclosed in transcriber’s note indicators, after the point of reference in the text.
- The embedded note must be on the same line as at least one word or phrase to which it applies.

**Note:** Do not confuse marginal notes with sidebars. (See *Formats*, §12, Sidebars.)

[illegible]

### 16.5.1 Place notes at the end of the print page.

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references on one print page. Use cell-5 headings for the titles/headings.

- h. Do not insert a blank line between a note separation line and a title or heading. (See [Sample 16-2: Notes with Headings](#) on page 16-18.)
- i. Notes in tables are discussed in *Formats*, §16.8.

#### Example 16-7: Note Placement

“I know—that’s what I’m saying—the old stories about the ka’tsina spirit<sup>†</sup> and Yellow Woman can’t mean us.”

...

<sup>†</sup>ka’tsina spirit: A mountain spirit of the Laguna Pueblo Indians.

Braille representation of the text above, showing line wrapping and a long line of Braille characters.

(See [Sample 16-3: Sequentially Numbered Notes](#) on page 16-20.)

### Example 16-8: Note with Range of Line Numbers

165 Juliet. Not proud you have, but thankful that you have.  
Proud can I never be of what I hate,  
But thankful even for hate that is meant love.

164-166 I'm not pleased, but I  
am grateful for your intentions.

### Example 16-9: Highlighted Note Reference

**Predacious**, fierce, secretive, majestic, and even wise are  
adjectives that describe the owl.

**predacious**: characteristic of a predator

## 16.6 Gloss Notes in Foreign Language Texts

Notes that translate words, phrases, or terms used in a foreign language text are considered gloss notes. **Note:** This formatting only applies to gloss notes; other types of reference notes in foreign language materials are placed as directed in *Formats*, §16.5.

- Place gloss notes in foreign language materials on the line following the material to which the note applies.
- Use 7-5 margins and follow print for any reference marks used.

- c. If no print reference mark is used, insert an embedded transcriber's note following the point of reference within the text.

## 16.7 Miscellaneous Notes Issues

- 16.7.1 Treat multiple-marked or unmarked reference points on the same line as separate references. (See [Sample 16-4: Two Marked Notes on an Unnumbered Print Line](#) on page 16-21.)

### Example 16-10: Two Unmarked Notes on a Numbered Print Line

Brutus: Romans, countrymen, and lovers! Hear me for my cause, and be silent, that you may hear: believe me.	15
<hr/> 14 Romans: citizens of Rome 14 countrymen: Italians	

- 16.7.2 Transcribe each reference mark used at the same reference point as a separate indicator. Follow print order for these reference marks.

### Example 16-11: Two Indicators at Same Reference Point

The semester was beginning with a flurry of activities. All the students were preoccupied with the details of the syllabus<sup>†‡</sup> that was disseminated by the professor at the opening class.

<sup>†</sup>*syllabus*: the subject studied for a particular course

<sup>‡</sup>*syllabus*: a summary outline of a course of study

⠠The ⠠semester ⠠was ⠠beginning ⠠with ⠠a ⠠flurry ⠠of ⠠activities. ⠠All ⠠the ⠠students ⠠were ⠠preoccupied ⠠with ⠠the ⠠details ⠠of ⠠the ⠠syllabus<sup>†‡</sup> ⠠that ⠠was ⠠disseminated ⠠by ⠠the ⠠professor ⠠at ⠠the ⠠opening ⠠class.

16.7.3 **Notes with Pronunciation.** Do not add a second uncontracted spelling for words with pronunciation.

### Example 16-12: Note with Pronunciation

The building had a festive air on the outside that contrasted with its inner staidness. Little by little, Juan was absorbed by his job, and he felt at peace since he was doing everything he could to get his letter for Mariana.

**staidness** (stād'nīs) *n.* a quiet, often strait-laced dignity

⠠The ⠠building ⠠had ⠠a ⠠festive ⠠air ⠠on ⠠the ⠠outside ⠠that ⠠contrasted ⠠with ⠠its ⠠inner ⠠staidness. ⠠Little ⠠by ⠠little, ⠠Juan ⠠was ⠠absorbed ⠠by ⠠his ⠠job, ⠠and ⠠he ⠠felt ⠠at ⠠peace ⠠since ⠠he ⠠was ⠠doing ⠠everything ⠠he ⠠could ⠠to ⠠get ⠠his ⠠letter ⠠for ⠠Mariana.

⠠**staidness** ⠠(stād'nīs) ⠠n. ⠠a ⠠quiet, ⠠often ⠠strait-laced ⠠dignity

- 16.7.4 **Notes Containing Displayed Quoted Material.** When a note contains quoted matter set off from the body of the note by blank lines, quotation marks, change of margins, or font attributes, use the listed format of 1-3 for the note, and use the guidelines found in *Formats*, §9, Displayed Material, Attributions, and Source Information. (See [Sample 16-5: Note with a Quote](#) on page 16-22.)
- 16.7.5 **Notes Referring to Notes on a Different Page or in a Different Volume.** When a note refers to another note located on a different page or in a different volume, repeat the referenced note after the original note. Transcribe multiple-referenced notes in the order mentioned in the original note.
- Transcribe the note on the current page using 1-5 or 1-7 margins, depending on the number of references included in the note. Use a nested list format if more than two additional levels of references are included. The nested list format for notes is used only on these pages. Use 1-3 margins for notes on all other pages.
  - Transcribe the note referencing the first note using 3-5 or 3-7 margins, depending on the number of notes.
  - Use 5-7 margins for a note referencing the second note.
  - Include both page location information and reference marks, when given.
- Note:** Do not repeat a referenced note in a volume of endnotes, where notes are transcribed exactly as written. (See [Sample 16-6: Repeated Note](#) on page 16-23.)
- 16.7.6 **Notes Continued on Additional Print Pages.** When a note is divided between print pages, complete the entire note on the print page on which it begins (*before* the print page change indicator). When the continuation of a print note is the only material on the following page, place the page change indicator following the note. Treat the page with the continued note as if it is blank; combine that print page number with the following print page number. (See [Sample 16-7: Continued Note on Next Print Page](#) on page 16-24.)

**16.7.7 Notes on Facing Pages.** Use combined print page numbers when transcribing text and notes printed on facing pages. Lettered continuation pages require the combined print page numbers. (See [Sample 16-8: Notes on Facing Page](#) on page 16-26.)

- a. An agency may request that notes be provided in a separate volume(s) when a book has text and notes on facing pages. In this situation, use combined page numbers in both volumes of text and notes. Indicate that the notes are in a separate volume on the Transcriber's Notes page. Sample:

The text and the notes to the text are in separate volumes.

- b. The following is an example of the volume and page numbering for the individual volumes. The text is in the first volume, with notes in the following volume.

Volume 3

Braille pages t1-t5 and 1-67

Print pages 45-a70

Volume 4

Braille pages t1-t5 and 1-55

Print pages 45-a70

## **16.8 Notes in Tables and Columned Material**

### **16.8.1 Notes in Table Format**

- a. Place notes before tables as, in most situations, they need to be read before reading the table to understand the entries in the table.
- b. Insert a transcriber's note before the table. Sample:

Note(s) in the table below.

- c. Do not include the note(s) within the transcriber's note.
- d. Place a blank line after the transcriber's note and then insert the reference note(s).
- e. Use 1-3 margins for all notes.
- f. Begin each note with the appropriate reference mark, followed by the note on the same line.
- g. Do not leave blank lines between notes.

h. Other transcriber's notes follow the reference note(s).  
(See [Sample 16-9: Note in Column Entry](#) on page 16-27.)

- 16.8.2 **Notes in Alternate Table Formats.** Insert notes to listed, linear, and stairstep tables within the table.
- a. Use 7-5 margins for all notes.
  - b. Do not leave a blank line between notes.
  - c. **Listed format:** Insert the note on the next line after the completion of the cell entry.
  - d. **Linear format:** Insert the note on the next line after the completion of the entire row.
  - e. **Stairstep format:** Insert the note on the next line after the completion of the cell entry.
  - f. A reference mark may be included in a keyed transcriber's note. Insert the note after the completion of the transcriber's note explaining the key.

(See [Sample 16-10: Notes in a Listed Table](#) on page 16-28.)

## 16.9 Endnotes

- 16.9.1 Notes may be combined in a special section at the end of a chapter or at the end of a book. Usually endnote sections use consecutive superscript numbers within the chapter and do not use font attributes.

### 16.9.2 General Provisions for Endnote Sections

- a. Follow print for the placement of endnote sections at the end of each chapter.
- b. Endnotes at the end of a book generally are divided and placed at the end of the volume in which the references appear.
- c. Extensive endnote sections may be placed in a separate volume. This transposition of endnotes must be mentioned on the Transcriber's Notes page in each volume. Sample:

The endnotes to the text are in a separate volume.

### Example 16-13: Extensive Notes in a Separate Volume (Print Only)

**1170** “For the love of the Wife of Bath.” For the order of words cf. *the Grekes hors Synoun*, *SqT*, V, 209; *The kynges metynge Pharaao*, *BD*, 282; *Eleyne that was Menelaus wif his brothir*, *Bo*, iv, m. 7, 7. Other examples are given by Skeat in his note on the passage in the *SqT*. In the earlier form of the construction the proper name was put in the genitive (“the Kinges sone Henries,” *AS. Chron.*, s.a., 1140), and there was therefore no ambiguity.

**1171** *secte*, either “Sect” or “Sex.” The former meaning is established for Chaucer, and Kittredge, in his discussion of the Marriage Group, took it in that sense here. The Clerk, he held, was describing the Wife as a heresiarch. For objections see H. Kökeritz, *PQ*, XXVI, 147 ff., who argues for the meaning “Sex.”

#### 16.9.3 Format of Endnotes

- a. Begin an endnote section on a new braille page.
- b. Insert the heading NOTES if the text does not include a heading at the beginning of the note section. Enclose it in transcriber’s note indicators, on line 1 (line 3 if a running head is used).
- c. Use 1-3 margins for each endnote.
- d. Do not add print page numbers to the notes if they do not appear in print.
- e. Before the note section in each volume, repeat lists of abbreviations for book/magazine titles referred to in the endnotes. List the abbreviations using 1-3 margins and follow print for punctuation, capitalization, and font attributes. Also follow print for the capitalization and use of font attributes for the abbreviations within the endnote.

### Example 16-14: List of Note Abbreviations (Print Only)

NOTES	
<i>Abbreviations</i>	
NCC	North Carolina Collection, Louis Round Wilson Library, University of North Carolina at Chapel Hill
NCSA	North Carolina State Archives, Raleigh, North Carolina
RCC	Rockingham Community College, Historical Collections Room, Gerald B. James Library, Wentworth, North Carolina
SHC	Southern Historical Collection, Louis Round Wilson Library, University of North Carolina at Chapel Hill
UNC-G	University Archives and Manuscripts, Walter C. Jackson Library, University of North Carolina at Greensboro

(See [Sample 16-11: Endnotes](#) on page 16-30.)

16.9.4 **Endnote Sections without Reference Marks.** If the endnote section shows only print page numbers and/or print line numbers, and there are no print reference marks in the body of the text:

- Begin each endnote with the print page number. Include the line number as well as the print page number for line-numbered material.
- Do *not* insert a reference mark within the text.
- Do *not* include braille line numbers in the note section.

## 16.10 Heavily Annotated Materials

16.10.1 Extensive notes can interrupt the flow of reading. The requesting agency may choose to:

- Create an endnote section at the end of a volume.
- Move the notes to a separate volume, retaining print page numbers.

## 16.11 Keying Technique for Marginal Labels

16.11.1 Labels printed in the margin can be intrusive in braille and great care needs to be taken to not interrupt the flow of text any more than necessary. List the labels in a key before the text.

- a. Devise a key by assigning letters for each label that reflect the meaning of the print label.
- b. Do not use numbers as a key for marginal labels.
- c. Do not use contractions or letters that comprise short form words as keys for marginal labels.
- d. Leave a blank line before and after the list of keyed items.
- e. Use 1-3 margins for key items and list them in the order in which the labels occur in the accompanying text.  
**Note:** The dot locator for "mention" is not required preceding letters that represent keys.
- f. The complete key is enclosed in a transcriber's note. Place the closing transcriber's note indicator following the last item in the list.
- g. In the text, insert the assigned key, followed by a space, before the appropriate material. Use braille grouping indicators to enclose the affected text. Explain this usage in a transcriber's note. Sample:

In print, labels appear in the margin of the following letter. In braille, the labels are keyed. The keyed label is inserted before the beginning of the text to which it applies. Labeled phrases or sentences are enclosed in braille grouping indicators.

Symbols used below:

- ⠠⠠⠠⠠ Opening braille grouping indicator
- ⠠⠠⠠⠠ Closing braille grouping indicator

Key to labels:

- ⠠ Title
- ⠠ Author (last name first)
- ⠠ Year of birth
- ⠠ Date of publication
- ⠠ Publishers

(See [Sample 16-12: Marginal Labels](#) on page 16-32 and [Sample 16-13: Labeled Letter](#) on page 16-34.)

## 16.12 Samples

[Sample 16-1: Multiple Reference Marks](#), page 16-17

[Sample 16-2: Notes with Headings](#), page 16-18

[Sample 16-3: Sequentially Numbered Notes](#), page 16-20

[Sample 16-4: Two Marked Notes on an Unnumbered Print](#)

[Line](#), page 16-21

[Sample 16-5: Note with a Quote](#), page 16-22

[Sample 16-6: Repeated Note](#), page 16-23

[Sample 16-7: Continued Note on Next Print Page](#), page  
16-24

[Sample 16-8: Notes on Facing Page](#), page 16-26

[Sample 16-9: Note in Column Entry](#), page 16-27

[Sample 16-10: Notes in a Listed Table](#), page 16-28

[Sample 16-11: Endnotes](#), page 16-30

[Sample 16-12: Marginal Labels](#), page 16-32

[Sample 16-13: Labeled Letter](#), page 16-34

### Sample 16-1: Multiple Reference Marks

\*EDS. NOTE—Orwell was writing in 1936, when Hitler and Stalin were in power and World War II was only three years away.

\*\*EDS. NOTE—*Raj*: sovereignty.

\*\*\*EDS. NOTE—From time immemorial.

<sup>†</sup>EDS. NOTE—In terrorizing him.

<sup>†</sup>EDS. NOTE — That is, gone into an uncontrollable frenzy.

Figure 1 shows a grid of 8 rows and 10 columns of dot patterns. Each row contains 10 patterns, and each pattern is a 4x4 grid of dots. Some patterns are highlighted with a gray background. The patterns represent different combinations of dot positions, likely related to the 20 combinations mentioned in the text.

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## Sample 16-2: Notes with Headings

### I like a look of Agony

Emily Dickinson

I like a look of Agony,  
Because I know it's true—  
Men do not sham Convulsion,  
Nor simulate, a Throe—

5 The Eyes glaze once—and that is  
Death—  
Impossible to feign  
The Beads upon the Forehead  
By homely Anguish strung.

3 sham Convulsion: pretend to have a seizure.

4 Throe: sudden surge of pain.

### "Good Night, Willie Lee, I'll See You in the Morning"

Alice Walker

Looking down into my father's  
dead face  
for the last time  
my mother said without  
5 tears, without smiles  
without regrets  
but with *civility*<sup>1</sup>  
"Good night, Willie Lee, I'll see you  
in the morning."

10 And it was then I knew that the healing  
of all our wounds  
is forgiveness  
that permits a promise  
of our return  
at the end.

1 *civility*: politeness, especially of a merely formal kind.



### Sample 16-3: Sequentially Numbered Notes

To my Lord's<sup>1</sup> in the morning, where I met with Captain Cuttance. But my Lord not being up, I went out to Charing Cross to see Major General Harrison<sup>2</sup> hanged, drawn, and quartered—which was done there—he looking as cheerfully as any man could do in that condition. . . .

**1. my Lord's:** Edward Montagu (1625-1672), earl of Sandwich; he was a cousin of Pepys and his superior at the Naval Office.

**2. Harrison:** Thomas Harrison (1606-1660), one of the people responsible for the execution of King Charles I in 1649.

15    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
16    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
17    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
18    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
19    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
20    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
21    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
22    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
23    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
24    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
25    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .

—New Braille Page—

1    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
2    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
3    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
4    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .  
5    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .    . . . . .

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### Sample 16-4: Two Marked Notes on an Unnumbered Print Line

Hath in the skirts of Norway here and there  
Shark'd up<sup>a</sup> a list of lawless resolute,<sup>b</sup>  
For food and diet,<sup>c</sup> to some enterprise  
That hath a stomach in't; which is no other

...

**Shark'd up** Got together in haphazard fashion; **resolutes** Desperadoes.  
**food and diet** No pay but their keep.

[\(Return to Text\)](#)

### Sample 16-5: Note with a Quote

"Sheridan will not succeed at Bath with his oratory. Ridicule has gone down before him, and, I doubt, Derrick is his enemy."

"Mr. Sheridan was then reading lectures upon Oratory at Bath, where Derrick was Master of the Ceremonies; or, as the phrase is, KING BOSWELL. Dr. Parr, who knew Sheridan well, describes him 'as a wrong-headed, whimsical man.' ... Take a sample:

“None but the brave  
None but the *brave*.  
None *but* the brave deserve the fair.”

Naughty Richard [R. B. Sheridan], like Gallio, seemed to care nought for these things.' Moore's *Sheridan*, i. 9, 11.

[illegible]

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### Sample 16-6: Repeated Note

...

Do you feel that it is acceptable for a counselor to act as an expert in viability – or employment opportunities that could result from a music education<sup>4</sup>?

<sup>4</sup>See: *A Blind Music Student's College Survival Guide*

—New Print Page—

...

And, how many are aware that published labor statistics clearly dispel these myths<sup>5</sup>?

...

<sup>5</sup>See note 4.

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I stopped in the middle of mamma's early history to tell about our tripp to Vassar because I was afraid I would forget about it, now I will go on where I left off. Some time after Miss Emma Nigh died papa took mamma and little Langdon to Elmira for the summer. When in Elmira Langdon began to fail but I think mamma did not know just what was the matter with him.

I was the cause of the child's illness. His mother trusted him to my care and I took him a long drive in an open barouche for an airing. It was a raw, cold morning, but he was well wrapped about with furs and, in the hands of a careful person, no harm would have come to him. But I soon dropped into a reverie and forgot all about my charge. The furs fell away and exposed his bare legs. By and by the coachman noticed this, and I arranged the wraps again, but it was too late. The child was almost frozen. I hurried home with him. I was agitated at what I had done, and I feared the consequences. I have always felt shame for that treacherous morning's work and have not allowed myself to think of it when I could help it. I doubt if I had the courage to make confession at that time. I think it most likely that I have never confessed until now.

*From Susy's Biography.*

At last it was time for papa to return to Hartford, and Langdon was real sick at that time, but still mamma decided to go with him, thinking the journey might do him good. But after they reached Hartford he became very sick, and his trouble proved to be diptheria.<sup>10</sup> He died about a week after mamma and papa reached Hartford. He was buried by the side of grandpa at Elmira, New York. (Susy rests there with them. S.L.C.) After that, mamma became very very ill, so ill that there seemed great danger of death, but with a great deal of good care she recovered. Some months afterward mamma and papa (and Susy, who was perhaps fourteen or fifteen months old at the time—S.L.C.) went to Europe and stayed for a time in Scotland and England. In Scotland mamma and papa became very well acquainted with Dr. John Brown, the author of "Rab and His Friends," and he met, but was not so well acquainted with, Mr. Charles Kingsley, Mr. Henry M. Stanley, Sir Thomas Hardy grandson of the Captain Hardy to whom Nellson said "Kiss me Hardy," when dying on shipboard, Mr. Henry Irving, Robert Browning, Sir Charles Dilke, Mr. Charles Reade, Mr. William Black,

"his trouble proved to be diptheria ... buried ... at Elmira, New York. Langdon Clemens, born prematurely, was never robust and was slow to develop. He died in Hartford from diptheria, on 2 June 1872, at the age of nineteen months. After funeral services in Hartford, he was buried in the Langdon family plot at Woodlawn Cemetery, in Elmira, near Olivia's father, Jervis Langdon. Clemens must have "confessed" more than once, for in 1911 his sister-in-law, Susan L.Crane, remarked that "Mr. Clemens was often inclined to blame himself unjustly" (LS: Crane to Paine, 25 May 1911,

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Lord Houghton, Frank Buckland, Mr. Tom Hughes, Anthony Trollope, Tom Hood, son of the poet—and mamma and papa were quite well acquainted with Dr. Macdonald and family, and papa met Harrison Ainsworth.

I remember all these men very well indeed, except the last one. I do not recall Ainsworth. By my count, Susy mentions fourteen men. They are all dead except Sir Charles Dilke and Mr. Tom Hughes.

We met a great many other interesting people, among them Lewis Carroll, author of the immortal "Alice"—but he was only interesting to look at, for he was the stillest and shyest full-grown man I have ever met except "Uncle Remus." Dr. MacDonald and several other lively talkers were present, and the talk went briskly on for a couple of hours, but Carroll sat still all the while except that now and then he answered a question. His answers were brief. I do not remember that he elaborated any of them. At a dinner at Smalley's we met Herbert Spencer. At a large luncheon party at Lord Houghton's we met Sir Arthur Helps, who was a celebrity of world-wide fame at the time, but is quite forgotten now. Lord Elcho, a large vigorous man, sat at some distance down the table. He was talking earnestly about Godalming. It was a deep and flowing and unarticulated rumble, but I got the Godalming pretty clearly every time it broke free of the rumble, and as all the strength was on the first end of the word it startled me every time, because it sounded so like swearing. In the middle of the luncheon Lady Houghton rose, remarked to the guests on her right and on her left in a matter-of-fact way, "Excuse me, I have an engagement," and without further ceremony she went off to meet it. This would have been doubtful etiquette in America. Lord Houghton told a number of delightful stories. He told them in French, and I lost nothing of them but the nubs.

I will insert here one or two of the letters referred to by Jock Brown in the letter which I received from him a day or two ago, and which we copied into yesterday's record.

(cont.) photocopy in CU-MARK, in link note following 26 May 1872 to Bliss, 99-101; 13 Feb 1872 to Fairbanks, 44: 22 Apr 1872 to the Warners, 79: 15 May 1872 to OC and MEC, 86).


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### Sample 16-8: Notes on Facing Page

	Act III, Scene 1]	JULIUS CÆSAR	101
	Enter a Servant.		
	Brutus	Soft! who comes here? A friend of Antony's.	
	Servant	Thus, Brutus, did my master bid me kneel; Thus did Mark Antony bid me fall down; And, being prostrate, thus he bade me say: Brutus is noble, wise, valiant and honest; Cæsar was mighty, bold, royal and loving: Say I love Brutus and I honor him; Say I fear'd Cæsar, honor'd him and lov'd him. If Brutus will vouchsafe that Antony May safely come to him and be resolv'd How Cæsar hath deserv'd to lie in death, Mark Antony shall not love Cæsar dead So well as Brutus living, but will follow The fortunes and affairs of noble Brutus Thorough the hazards of this untrod state With all true faith. So says my master Antony.	135 140 145
143	resolv'd	convinced.	
148	thorough	through. untrod state	new government.
155	presently	immediately.	
158	still	always.	
159	falls shrewdly	happens to an extreme degree. Therefore, "My suspicions unfortunately are always accurate."	
	Brutus	Thy master is a wise and valiant Roman; I never thought him worse. Tell him, so please him come unto this place, He shall be satisfied and, by my honor, Depart untouch'd.	150
	Servant	I'll fetch him presently.	155
		[Exit.	
	Brutus	I know that we shall have him well to friend.	
	Cassius	I wish we may: but yet have I a mind That fears him much, and my misgivings still Falls shrewdly to the purpose.	
	Reenter Antony.		

—New Braille Page—

1 

2 

[\(Return to Text\)](#)

### Sample 16-9: Note in Column Entry

**TABLE 7.1**  
Social Readjustment Rating  
Scale

(from Holmes and Rahe, 1967)

Rank	Life event	Mean value
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50*
8	Fired at work	47

\* Marriage was arbitrarily assigned a stress value of 500; no event was found to be any more than twice as stressful. Here the values are reduced proportionally and range up to 100.

- [illegible]

[\(Return to Text\)](#)

## Sample 16-10: Notes in a Listed Table

Main Products of the World's Mines

PRODUCT	ANNUAL PRODUCTION*	LEADING PRODUCERS (% TOTAL)
<i>Precious Metals</i>		
silver	16	Mexico (15%), U.S. (12%)
gold	2	South Africa (28%), U.S. (14%)
platinum	0.3	South Africa (50%), Russia (42%)
<i>Fossil Fuels</i>		
coal	4,600,000	China (24%), U.S. (20%)
petroleum	3,000,000	Russia (15%), Saudi Arabia (13%)
natural gas	2,000,000**	Russia (31%), U.S. (24%)

\*1,000 Metric tons

\*\*Cubic meters

- 1
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- 3
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- 21



## Sample 16-11: Endnotes

### Notes

#### Chapter 1: “Ike”

Among the books I consulted in writing this chapter, the following were particularly helpful: Winston S. Churchill, *Painting as a Pastime*; Ferguson, *The Pity of War*; Lukacs, *Five Days in London, May 1940*.

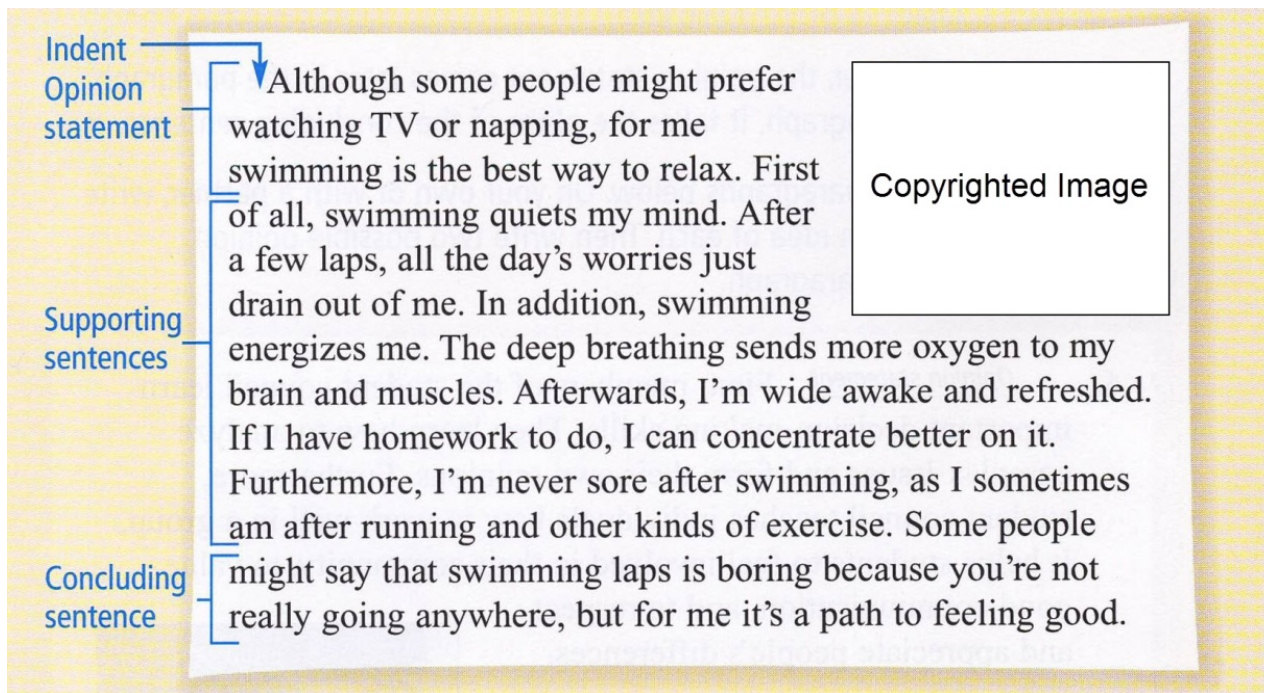
In general I have based British casualty numbers on generally accepted figures. Ferguson’s *The Pity of War* analyzes these very accurately and in great detail. Casualty numbers for the First Battle of the Somme are based on those in Prior and Wilson, *The Somme*, 300–302.

1. Alanbrooke, *War Diaries*, 355–505. This is a constant theme in Alanbrooke’s diary entries, though he does vary it from time to time with even more exasperated remarks about Ike, such as, “He is a hopeless commander” (638).
2. Winston S. Churchill, *Into Battle: Winston Churchill’s War Speeches*, speech in the House of Commons, May 19, 1940, 212.
3. Larrabee, *Commander in Chief*, 347.
4. Winston S. Churchill, *Into Battle*, speech in the House of Commons, June 4, 1940, 219.
5. Calder, *The People’s War*, 113.
6. Winston S. Churchill, *Never Give In!* speech of November 10, 1942, 342.

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### Sample 16-12: Marginal Labels

[illegible]

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## Sample 16-13: Labeled Letter



### MODEL: Social Letter

**Heading** 101 Monticello Road  
Columbus, Ohio 43219  
October 2, 19\_\_

Dear Jeremy, **Salutation**

I was really glad to get your letter in the mail yesterday! I've missed you a lot since you moved away. We always had fun together—playing ball after school, studying together at the library, riding bikes through town.

I'm glad to hear you're making friends at your new school. Have you found some kids to play ball with? I've heard there are good bike paths through some of the parks in New York City. Is that true? **Body**

We're getting ready for the soccer season here now, as you know. The team is really going to miss you as fullback. Kyle and Jennifer asked me to say "hi."

Please write again soon.

**Complimentary close** Your friend,  
**Signature** Andrea

Figure 1 displays a 20x20 grid of 400 5x5 dot patterns. Each pattern is a 5x5 grid of dots, some of which are black. The patterns are arranged in a 20x20 grid, with rows numbered 1 to 20 on the left and columns numbered 1 to 20 on the top. The patterns are generated by a neural network, and the grid shows a variety of configurations, including some that are highlighted with gray backgrounds.

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 2 .....  
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 16 .....

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