

Section 4

Headings

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4.1 Fundamentals

4.1.1 Print books use various methods to distinguish headings: different fonts and font sizes, color, placement on the page, etc. Just as print headings provide a hierarchy structure of levels, an effort should be made to achieve the same type of structure in braille. This is done after a careful examination of headings in the table of contents and the body of text. It is important to be consistent in the treatment of similar print headings throughout the entire transcription. (See [Sample 4-1: Page with Multiple Heading Levels](#) on page 4-14.)

4.1.2 **A Braille Reader’s Perspective.** Headings are one of the most important ways a reader obtains information about the print format of material being presented on the braille page. Headings denote hierarchy, and by doing a quick finger scan one can quickly move to pertinent sections. A reader who finds blank space at the margin will check to see what it means by doing a quick scan of the current line and possibly the next several lines (usually to about the middle) to see if something is indented and if the general indent pattern has changed—such as a change from a paragraph to a list.

Think of blank lines before headings like a stop sign. When readers encounter one, they stop to check. Finding a heading level quickly is the key for the braille reader. The more it stands out, the more important that heading level is.

A centered heading will quickly show an uneven structure somewhere near the middle of the line. Cell-5 and cell-7 headings will show even left margins at their particular indent levels. Readers learn to find common indent levels almost without counting cells.

4.2 Heading Hierarchy

4.2.1 As a general rule, centered headings are used to represent the print headings of major sections of the text, and cell-5 and cell-7 headings are used to represent the print headings for subsections shown within major sections. When there are more than three distinct heading levels in print, cell-7 headings are applied only to the lowest hierarchy level; the use of centered headings is extended to one or more subsection levels as necessary.

Example 4-1: Three Distinct Heading Levels (Print Only)

◆ Absolutism in Western Europe

← Centered

An examination of seventeenth-century absolutism must begin with western Europe since France during the reign of Louis XIV (1643–1715) has traditionally been regarded as the best example of the practice of absolute monarchy in the seventeenth century.

✻ *France and Absolute Monarchy*

← Cell-5

By the end of the seventeenth century, France had come to play a dominant role in European affairs. French culture, language, and manners influenced all levels of European society. French diplomacy and wars shaped the political affairs of western and central Europe. The court of Louis XIV seemed to be imitated everywhere in Europe. Of course, the stability of Louis's reign was magnified by the instability that had preceded it.

✿ FOUNDATIONS OF FRENCH ABSOLUTISM

← Cell-7

The history of France before the reign of Louis XIV was hardly the story of steady, unbroken progress toward the ideal of absolute monarchy that many historians have tended to portray. During the fifty years or so before Louis, royal and ministerial governments had to struggle to avoid the breakdown of the state. The line between order and anarchy was often a narrow one. The situation was especially complicated by the fact that both Louis XIII (1610–1643) and Louis XIV were only boys when they succeeded to the throne in 1610 and 1643, respectively,

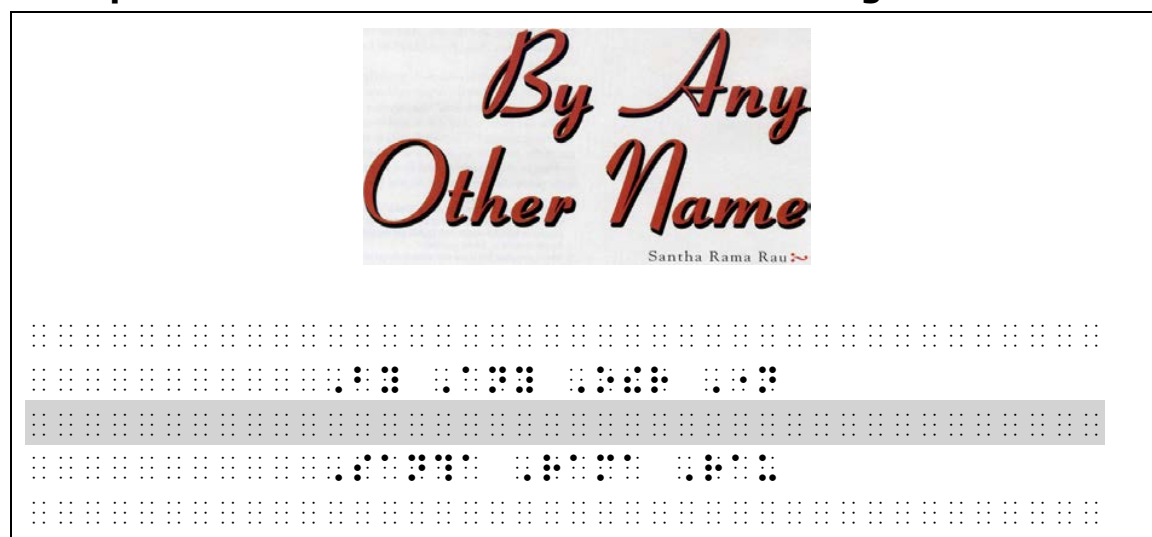
- 4.2.2 The order of braille heading hierarchy is as follows:
centered, cell-5, cell-7. (See [Sample 4-2: Heading Hierarchy](#)
on page 4-17.)

Additional provisions governing the use and placement of
headings are given in other sections of these guidelines.

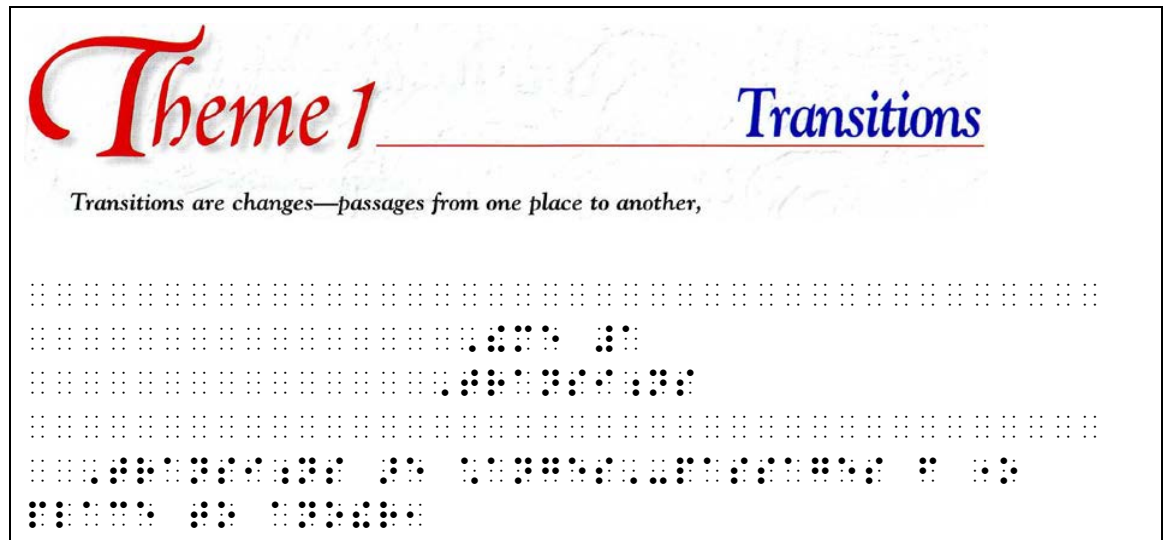
4.3 General Provisions for Centered, Cell-5, and Cell-7 Headings

- 4.3.1 A heading can be placed on line 1 of the braille page if a
running head is not used.
- 4.3.2 Place a heading on line 3 if a running head is used.
- 4.3.3 Do not insert a blank line between connected headings.

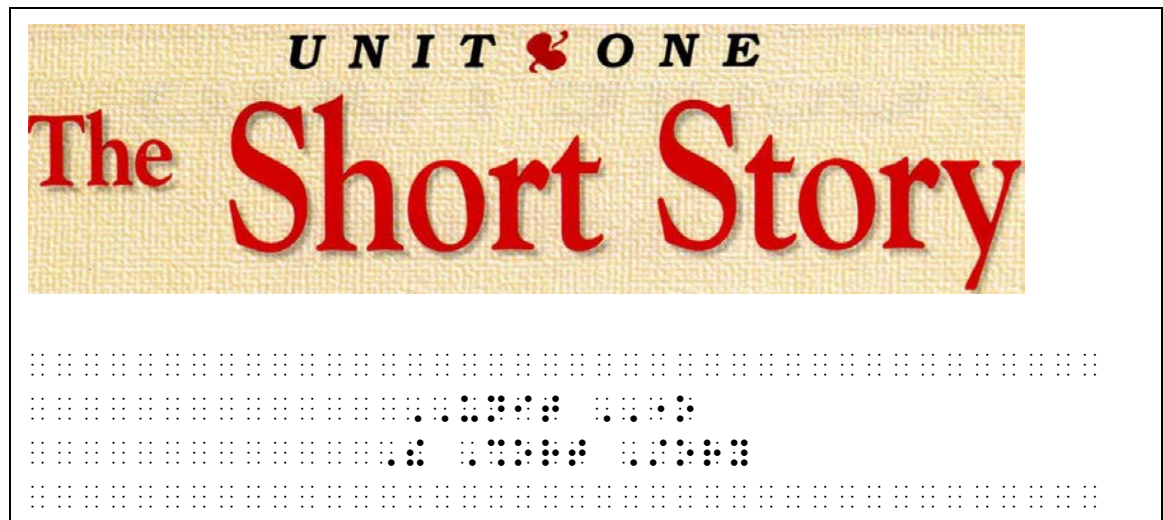
Example 4-2: Centered Title and Author Headings



Example 4-3: Connected Chapter Number and Title Headings



Example 4-4: Unit Number and Title



- 4.3.4 A heading is preceded by a blank line when it follows a page change indicator.

Example 4-5: Heading Following a Page Change Indicator

5. Among the museum's other treasures (is, are) several suits of armor.
—New Print Page—

Interrupted Order

148

The noun closest to the verb is not always the subject of a sentence.

Braille representation of the text above, showing the heading "Interrupted Order" and the page number "148" following the page change indicator.

- 4.3.5 A heading is not preceded by a blank line when it follows a top box line.

Example 4-6: Heading After a Top Box Line

Take Care of a Nosebleed

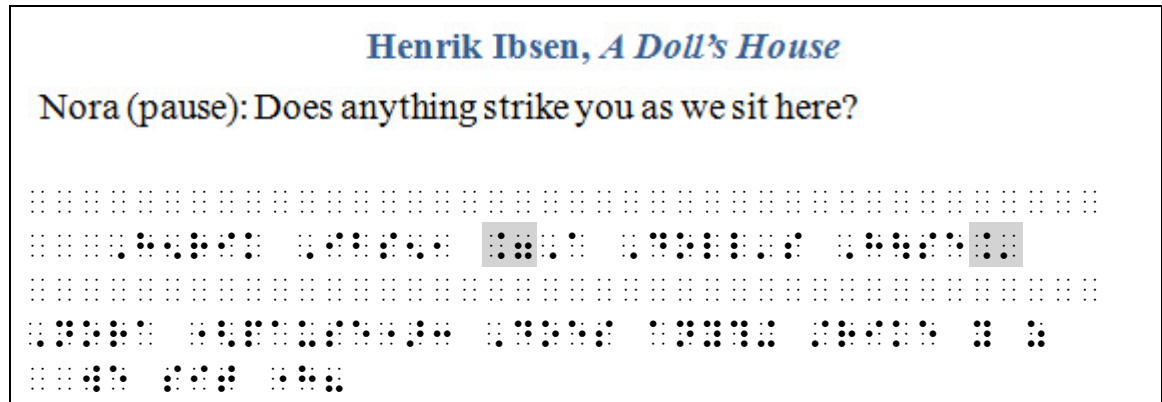
Sit upright and lean forward. By remaining upright, you reduce blood pressure in the veins of your nose. This discourages further bleeding. Sitting forward will help you avoid swallowing blood, which can irritate your stomach.

Braille representation of the text above, showing the heading "Take Care of a Nosebleed" and the instructions following a top box line.

- 4.3.6 A heading is not preceded by a blank line when it follows the note separation line. (See *Formats*, §16.5, Notes.)

- 4.3.7 Follow print capitalization. Ignore font attributes in centered, cell-5, and cell-7 headings, except when required for distinction.

Example 4-7: Heading with Partial Emphasis



- 4.3.8 Follow print for use of punctuation (e.g., hyphen, dash, colon, slash, etc.) in headings.
- 4.3.9 Centered, cell-5, and cell-7 headings must be followed by at least one line of text on the braille page.
- 4.3.10 Centered, cell-5, and cell-7 headings are not repeated when the text that applies to them is continued on the following page.

4.4 Centered Headings

The following guidelines are *in addition* to the general provisions in *Formats*, §4.3.

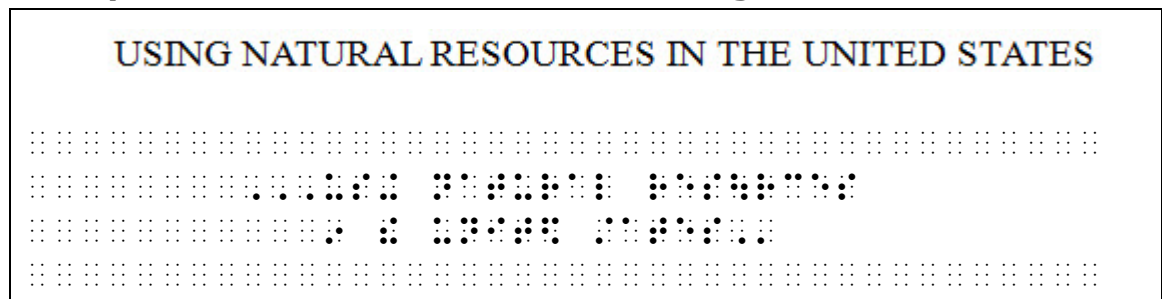
- 4.4.1 A centered heading is preceded and followed by a blank line.

Exceptions:

- Do not insert a blank line between a centered heading and a related box.
 - A centered heading is preceded but not followed by a blank line in a table of contents entry.
 - Do not insert blank lines before or after alphabetic divisions in alphabetic references.
- 4.4.2 At least three blank cells must precede and follow a centered heading.

- 4.4.3 Headings should be balanced and divided at a logical location when longer than one line.

Example 4-8: Balanced Centered Heading

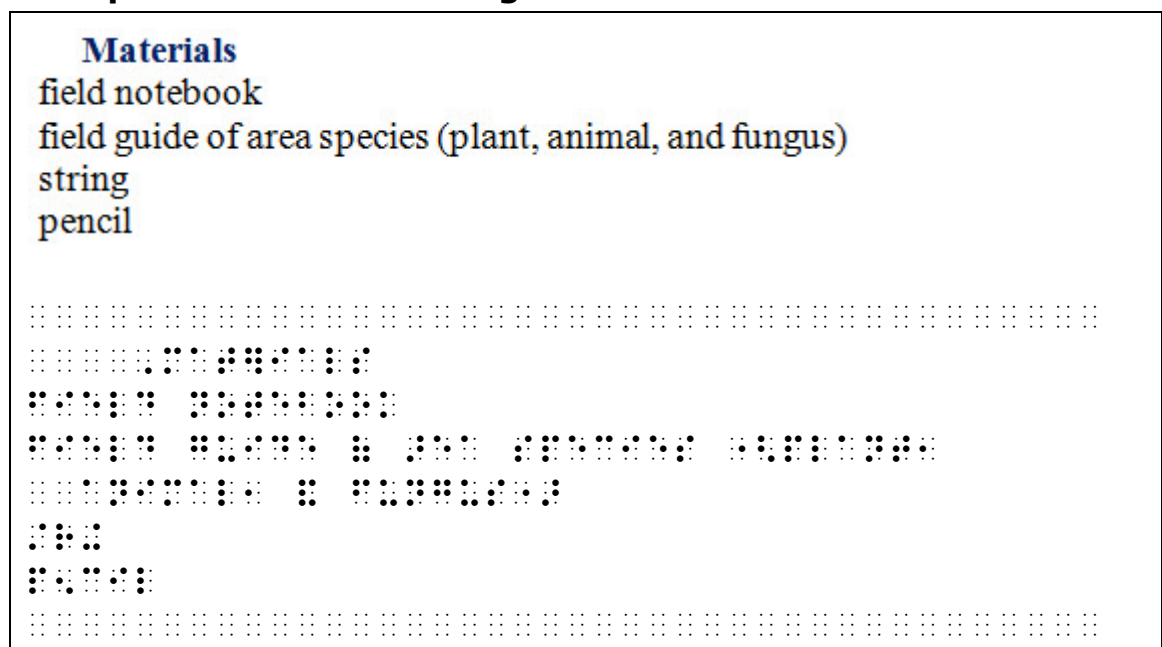


4.5 Cell-5 Headings

The following guidelines are *in addition* to the general provisions in *Formats*, §4.3.

- 4.5.1 Precede a cell-5 heading with a blank line.
- 4.5.2 Block the heading in cell 5.
- 4.5.3 The heading is usually not followed by a blank line, and takes precedence over the use of blank lines in other formats, such as lists (unless the list is arranged in more than one column). (See *Formats*, §4.5.4, §8.4.1a, Simple Lists in Columns.)

Example 4-9: Cell-5 Heading Before List



- 4.5.4 Maintaining the hierarchy of headings in a document is important, and there may be times when columned material will follow a cell-5 heading. Insert a blank line to separate the cell-5 heading from the columns so it is clear the heading is related to all columns.

Example 4-10: Cell-5 Heading Before Related Columns

Irregular Adverbs

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
little	less	least
much	more	most
far	farther	farthest

- 4.5.5 A cell-5 heading cannot be followed by a centered heading.
- 4.5.6 A cell-5 heading may be followed by an equally important cell-5 heading, without a blank line between the two headings. This format is dictated by the hierarchy of the headings.
- 4.5.7 A cell-5 heading may be followed by a cell-7 heading, without an intervening blank line. (See [Sample 4-3: Cell-5 Heading Followed by a Cell-7 Heading](#) on page 4-18.)

4.6 Cell-7 Headings

The following guidelines are *in addition* to the general provisions in *Formats*, §4.3.

- 4.6.1 Cell-7 heading guidelines are essentially the same as cell-5 heading guidelines.
- 4.6.2 Precede a cell-7 heading with a blank line.
Exception: There is no blank line between a cell-5 heading and cell-7 heading.
- 4.6.3 Block the heading in cell 7.
- 4.6.4 Follow a cell-7 heading by accompanying text, including lists, on the next line. (See [Sample 4-4: Cell-7 Heading with Displayed Quotation](#) on page 4-19.)
- 4.6.5 Maintaining the hierarchy of headings in a document is important, and there may be times when columned material will follow a cell-7 heading. Insert a blank line to separate the cell-7 heading from the columns, so it is clear the heading is related to all columns.

Example 4-11: Cell-7 Heading Before Unrelated Columns

beat	blow	catch	do
become	break	choose	draw
begin	bring	come	drink
bet	burst	cut	drive
bite	buy	dive	eat

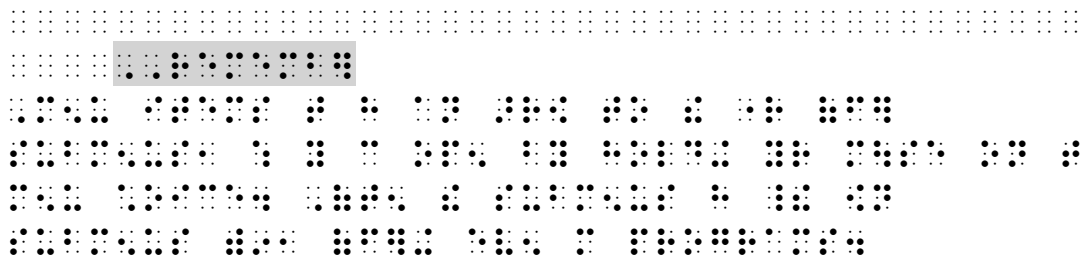
- 4.6.6 A cell-7 heading cannot be followed by a:
- Centered heading
 - Cell-5 heading
 - Cell-7 heading

4.7 Marginal Headings

- 4.7.1 Unit, chapter, or section headings printed in the margin are placed before the material to which they apply. Use the heading level appropriate to the material.

Example 4-12: Marginal Heading

REMEMBER Menu items that have an arrow to the right offer submenus, which you can open by holding your mouse on that menu choice. Often the submenus have their own submenus within, offering even more programs.



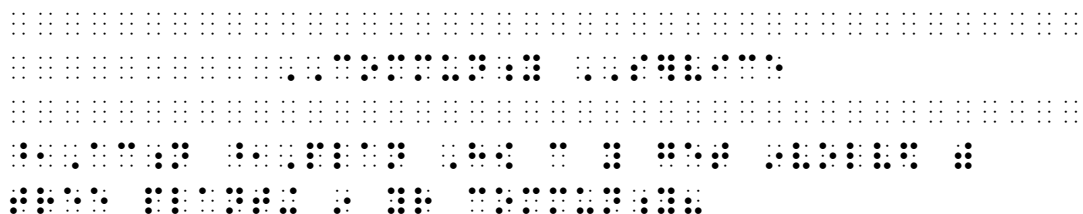
4.8 Paragraph Headings

- 4.8.1 Paragraph (run-in) headings introduce the focus of the paragraph(s). The heading is typically an emphasized word or phrase and may or may not be followed by punctuation. Follow print for emphasis, capitalization, and punctuation. Use full capitalization for uppercase paragraph headings. No additional emphasis should be used.

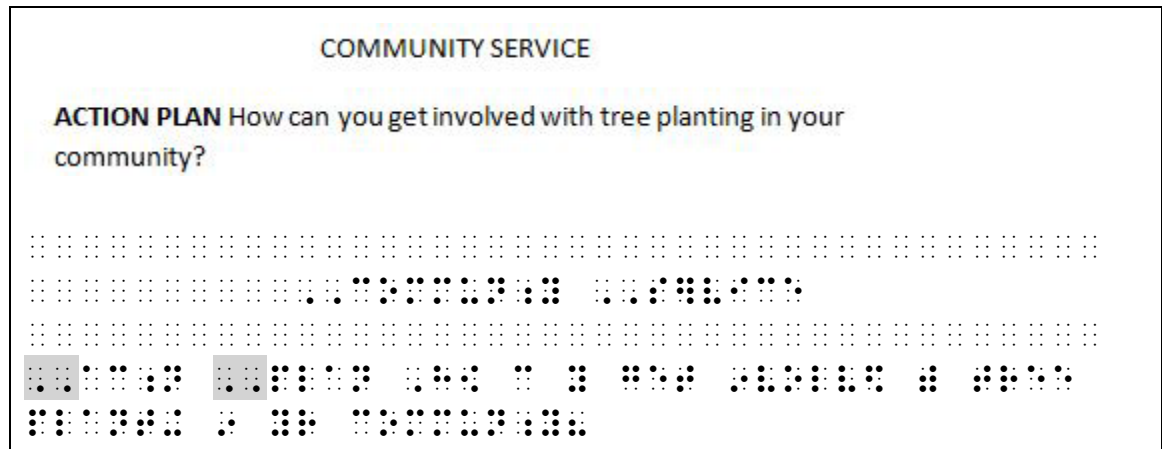
Example 4-13: Paragraph Heading

COMMUNITY SERVICE

Action Plan How can you get involved with tree planting in your community?



Example 4-14: Uppercase Paragraph Heading



4.8.2 **Changing Paragraph Headings to Cell-5 or Cell-7 Headings.** A paragraph heading may provide better navigation for the braille reader when it is separated from the paragraph and changed to a cell-5 or cell-7 heading. (See [Sample 4-5: Paragraph Headings Relocated](#) on page 4-20 and [Sample 4-6: Paragraph Heading Changed to Cell-5 Heading](#) on page 4-21.)

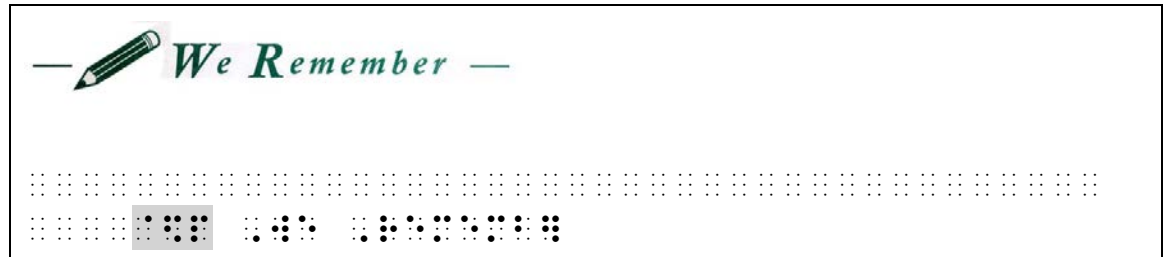
4.8.3 Heading levels may be changed in the braille edition to enhance the importance of a specific heading. A heading level may be changed to another form of heading if:

- More than one kind of paragraph heading is used, distinguishable to the print reader by a different font size or face; or
- The effect of a paragraph heading covers multiple paragraphs or the effect of the heading cannot be readily identified by obvious means, such as another paragraph heading or change in type of material.

4.9 Icons and Headings

4.9.1 Icons may be used with headings or within text to indicate specific types of text, e.g., important facts, essay questions, etc. (See *UEB*, §3.22, Shapes and §11.7.2, Transcriber-Defined Shapes.) The icon (shape indicator and letters) is preceded and followed by a blank space. Icons follow print for placement, e.g., preceding or following a heading.

Example 4-15: Pencil Icon with Heading



- 4.9.2 The icon symbol may be omitted when a written description has been provided and the information is more logically provided using the available text. It will be necessary to determine the best option for each book.
- When appropriate, icon headings may be expressed in words. This may be a better option for earlier grades.
 - Icons may be devised and print followed for placement, e.g., following a heading. (See [Sample 4-7: Icon Headings with Descriptions](#) on page 4-22.)
- 4.9.3 List the icon on the Special Symbols page.

4.10 Lengthy Series of Headings

- 4.10.1 Extremely long series of headings may take an entire braille page without subsequent text, especially on braille page 1 when there is a long full title. The last heading, in its entirety, should be on the same page where text begins.

4.11 Reference Marks and Notes to Headings

See *Formats*, §16, Notes, for the format of notes and reference marks.

4.12 Samples

[Sample 4-1: Page with Multiple Heading Levels](#), page 4-14

[Sample 4-2: Heading Hierarchy](#), page 4-17

[Sample 4-3: Cell-5 Heading Followed by a Cell-7 Heading](#),
page 4-18

[Sample 4-4: Cell-7 Heading with Displayed Quotation](#), page
4-19

[Sample 4-5: Paragraph Headings Relocated](#), page 4-20

[Sample 4-6: Paragraph Heading Changed to Cell-5 Heading](#),
page 4-21

[Sample 4-7: Icon Headings with Descriptions](#), page 4-22

Sample 4-1: Page with Multiple Heading Levels

Section 37.2

Reading Preview

Objectives

- ▶ **Compare and contrast** nonspecific and specific immunity.
- ▶ **Summarize** the structure and function of the lymphatic system.
- ▶ **Distinguish** between passive and active immunity.

Review Vocabulary

white blood cells: large, nucleated blood cells that play a major role in protecting the body from foreign substances and microorganisms

New Vocabulary

complement protein
interferon
lymphocyte
antibody
B cell
helper T cell
cytotoxic T cell
memory cell
immunization

■ **Figure 37.8** These bacteria normally are found on human skin.

Color-Enhanced SEM Magnification: 14,000×

Copyrighted Image

1084 Chapter 37 • The Immune System
David Schaff/Photo Researchers

The Immune System

MAIN Idea The immune system has two main components: nonspecific immunity and specific immunity.

Real-World Reading Link We live with a number of potential pathogens such as bacteria and viruses that can cause disease. Like a fort protecting a city from attack, the immune system protects the body against these and other disease-causing organisms.

Nonspecific Immunity

At the time of birth, the body has a number of defenses in the immune system that fight off pathogens. These defenses are nonspecific because they are not aimed at a specific pathogen. They protect the body from any pathogen that the body encounters.

The nonspecific immunity provided by the body helps to prevent disease. Nonspecific immunity also helps to slow the progression of the disease while the specific immunity begins to develop its defenses. Specific immunity is the most effective immune response, but nonspecific immunity is the first line of defense.

Barriers Like the strong walls of a fort, barriers are used by the body to protect against pathogens. These barriers are found in areas of the body where pathogens might enter.

Skin barrier One of the simplest ways that the body avoids infectious disease is by preventing foreign organisms from entering the body. This major line of defense is the unbroken skin and its secretions. Recall that the skin contains layers of living cells covered by many layers of dead skin cells. By forming a barrier, the layers of dead skin cells help protect against invasion by microorganisms. Many of the bacteria that live symbiotically on the skin digest skin oils to produce acids that inhibit many pathogens. **Figure 37.8** shows some normal bacteria found on the skin that protect the skin from attack.

Chemical barriers Saliva, tears, and nasal secretions contain the enzyme lysozyme. Lysozyme breaks down bacterial cell walls, which kills pathogens.

Another chemical defense is mucus, which is secreted by many inner surfaces of the body. It acts as a protective barrier, blocking bacteria from sticking to the inner epithelial cells. Cilia, discussed in Chapter 7, also line the airway. Their beating motion sends any bacteria caught in the mucus away from the lungs. When the airway becomes infected, extra mucus is secreted, which triggers coughing and sneezing to help move the infected mucus out of the body.

A third chemical defense is the hydrochloric acid secreted in your stomach. In addition to its purpose in digestion, stomach acid kills many microorganisms found in food that could cause disease.

Sample 4-2: Heading Hierarchy

Make Connections

Writing ELA—W 2.3

Write a Report

Some types of bacteria have been used to help clean up oil spills in oceans or in lakes. Gather information about how the bacteria were used, and prepare a report. Share your findings with the other students in your class.

Math SDAP 1.1

Make a Graph

Healthy soil has large numbers of decomposers living in it. One gram of soil (much less than an ounce) can contain 100,000 algae, 1,000,000 fungi, and 100,000,000 bacteria. Make a bar graph comparing the numbers of these types of decomposers in the soil.

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Sample 4-3: Cell-5 Heading Followed by a Cell-7 Heading

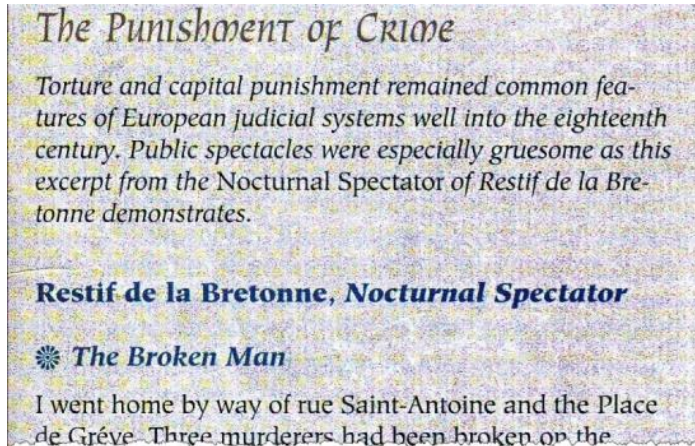


Figure 1 shows a 14x100 grid of dots. Rows 1-9 are mostly empty. Rows 10-14 contain clusters of black dots, with some rows having gray shaded backgrounds. Row 10 has a gray background from column 14 to 68. Row 11 has a gray background from column 14 to 42 and from column 45 to 73. Row 12 has a gray background from column 18 to 52. Row 13 has a gray background from column 18 to 52. Row 14 has a gray background from column 14 to 32.

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

Sample 4-4: Cell-7 Heading with Displayed Quotation

Striking the proper balance between freedom for the individual and the rights of society as a whole is similarly difficult—and vital. Abraham Lincoln once stated democracy’s problem in these words:



“Must a government of necessity be too strong for the liberties of its own people, or too weak to maintain its own existence?”

—Response to a Serenade, November 10, 1864

Human beings desire both liberty and authority.

6 Striking the proper balance between freedom for the individual and the rights of society as a whole is similarly difficult—and vital. Abraham Lincoln once stated democracy’s problem in these words:

7 PRIMARY Sources “Must a government of necessity be too strong for the liberties of its own people, or too weak to maintain its own existence?”

8 —Response to a Serenade, November 10, 1864

9 Human beings desire both liberty and authority.

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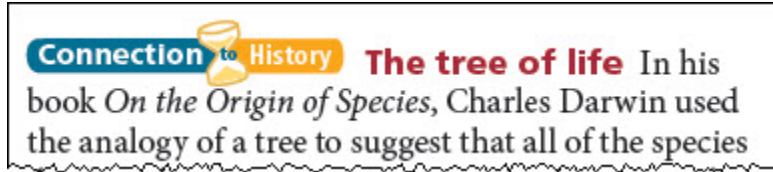
17

18

19

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Sample 4-5: Paragraph Headings Relocated



Option 1

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Option 2

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Option 3

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Sample 4-6: Paragraph Heading Changed to Cell-5 Heading






Kettles and Steamers With kettles and steamers, chefs can prepare large amounts of food efficiently. Covered kettles and steamers use moist heat that is applied over a much larger area than is possible by using a single burner.

- **Steam-Jacketed Kettle.** Available in both freestanding and tabletop models, a **steam-jacketed kettle** is a kettle that provides an even heat by circulating steam through its walls. Units may tilt and may have spigots or lids. Available in a range of sizes, these kettles are excellent for producing stocks, soups, and sauces.




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Sample 4-7: Icon Headings with Descriptions

Full Text of Icon Descriptions in Front of Book

	Eye Safety Proper eye protection must be worn at all times by anyone performing or observing science activities.		Clothing Protection This symbol appears when substances could stain or burn clothing.		Animal Safety This symbol appears when safety of animals and students must be ensured.		Radioactivity This symbol appears when radioactive materials are used.		Handwashing After the lab, wash hands with soap and water before removing goggles.
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Icon Use within Text

Procedure   
 1. Read and complete the lab safety form.

Option 1

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- 2
- 3
- 4
- 5
- 6
- 7

Option 2 (Icons are Listed on Special Symbols Page)

- 8
- 9

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