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TEN DAY

SHORTHAND

COMPLETE

PRICE ONE DOLLAR

Dudley, George Lawrence

“Ten Day Shorthand”

(Complete)

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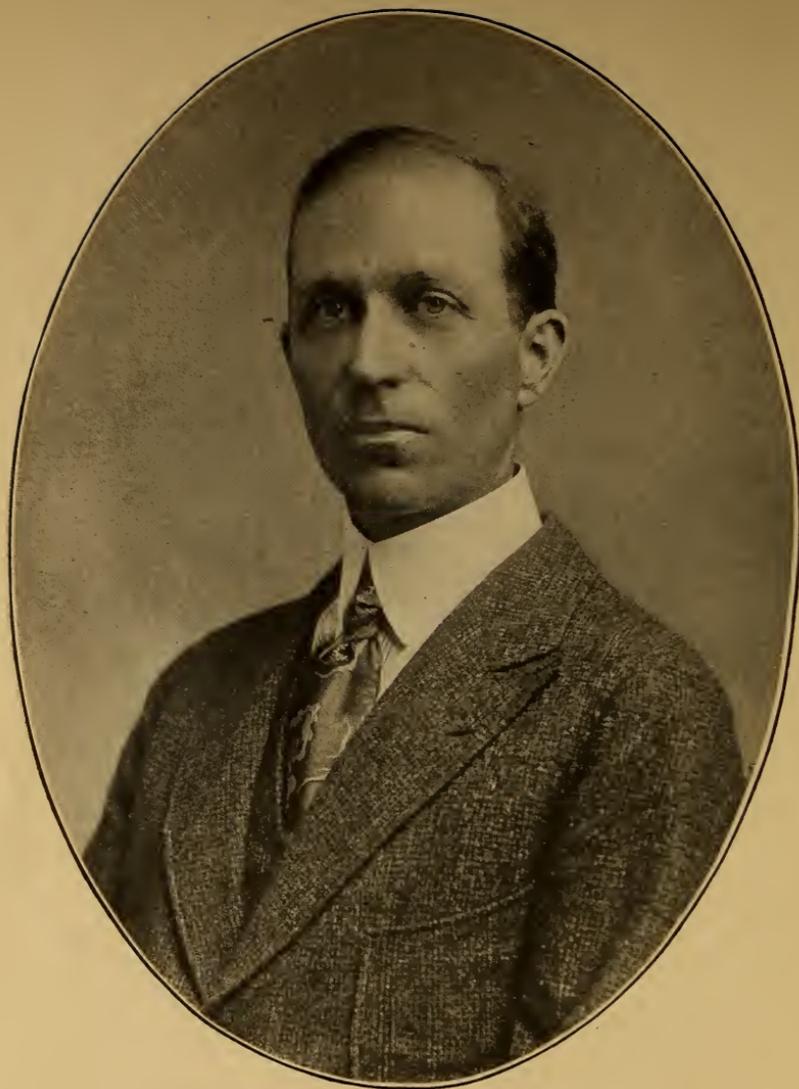
“Ten Day Shorthand”

DUDLEY SHORTHAND IS THE MOST IMPORTANT LABOR-SAVING DEVICE that the business world has seen in half a century. It is *NOT* an improvement upon any antiquated English system, nor upon any non-sensical system using vowels, *BUT IT IS A BRAND NEW INVENTION, a new process, and a complete revolution* in the art of writing sounds and syllables.

It is the result of seventeen years of experimentation, the persistent belief that a *PERFECT SYSTEM* could be invented to supplant the present-day shorthand parodies, and a determination to discover those new and perfect laws which must finally conquer any art.

Out of the haze of mistakes and nothingness, SHORTHAND PERFECTION HAS BEEN BROUGHT AND MADE TANGIBLE:— and I am proud to offer the world

DUDLEY TEN DAY SHORTHAND!



GEORGE LAWRENCE DUDLEY

Author and Inventor of Dudley Shorthand

JUSTIFICATION FOR DUDLEY SHORTHAND

No man is justified in placing an inferior article of any kind upon the market. Unless Dudley Shortland is a *step in advance and can be readily proven such*, I am wasting the time of myself and others in placing it upon the market.

Heretofore there has been no such thing on the market as an *ideal system of shorthand!* An ideal system of shorthand must be sufficiently brief in its fundamental principles for those principles to prevail thruout the development of the system without change or alteration: There must be only a very few basic rules and there must be absolutely no exceptions to any rule: The pupil should learn only what is in logical accord with the fundamental principles and should not be called upon to UNLEARN anything: All vowels must be omitted: All consonant strokes must be of the same length: Wordsigns must be so few as to scarcely exist and then based solely upon the alphabet: It should be possible to write most words with one stroke only, and where that is not possible, two strokes should be sufficient for ordinary words: Where two or more strokes are joined, angles should be sharp.—Such principles would produce the maximum amount of speed and legibility with the minimum amount of mental and manual effort.

Now ask any shorthand teacher, author or expert, if there is such a thing as an *ideal system* based upon the above quoted needs, and he will tell you “NO!” He will tell you that such a system has never been invented and likely never will be:—he will tell you that the world is actually praying for such a system:—that such a system would be a GODSEND to the pupil, the teacher and the business world in general!

NEVERTHELESS DUDLEY SHORTHAND is exactly that ideal system! Dudley Shorthand is the only system of “shorthand” worthy of being called “short!” *It does not have to be studied*—it merely has to be learned: when you have examined Dudley Shorthand and learned the *theory*, you have at the same time mastered the *practice*, for *theory* and *practice* are one and the same in Dudley Shorthand—and *theory* is neither shamed nor mutilated by *practice!*

I am proud of the fact that Dudley Shorthand requires only one-tenth the printed space for a complete exposition that the antiquated systems require. Those systems which require 200 pages or more, simply confess to any right-thinking person that the last half to nine-tenths of those pages are utterly absurd and vain attempts to shorten and butcher the outlines and thus gain the “speed” that their fundamental principles *should but do not possess!* (See Gregg Shorthand Manual, Lessons Nine and Ten!

Learning Dudley Shorthand is fascinating, no matter whether you read the book for a pastime, or expect to make shorthand your life work. You can completely master the theory and practice of Dudley Shorthand in a week’s time at odd moments in your home, and the United States Government will pay you \$100 per month as soon as you are competent and can write 100 words per minute. That is a fine return for your money, considering you can buy the complete manual for \$1, or can take the entire course by mail or in night class for \$10. For further information or instruction, address, DUDLEY SHORTHAND COMPANY, 132 Broad St., Elizabeth, N. J.

LESSON I A

THEORY

Shorthand is the art of writing the sounds of words by the briefest strokes, characters or outlines.

PRACTICE

The practice of shorthand cannot be successfully pursued unless speed is at the immediate command of the stenographer at all times. Speed can only be obtained and retained (the latter being the more important consideration), thru briefness of outline and simplicity of fundamental principles. Memory is treacherous, and, if overburdened by the complications of a lengthy shorthand system, it will utterly fail the stenographer at crucial moments.

PRINCIPLES

CONSONANT OUTLINE WRITING

The first principle of speed writing is the immediate elimination of all useless sounds or strokes, retaining nothing but the bare skeleton of the consonant outline:

Thus, in the word "cat," we omit the vowel and write merely the consonant sounds which are "kt." As "c" has the sound of "k" in some words, and the sound of "s" in others, "c" is therefore expressed by either "k" or "s" according to sound.

Example:—The word "fence" is expressed by the consonant outline "fns," "trance" by "trns," "France" by "Frns," "chance" by "chns," "call" by "kl," "mace" by "ms," etc.

In the writing of a word containing a double or repeated consonant, such as "tt," "ll," "ss," etc., a single consonant is written only, the repeated or second consonant being always omitted.

Example:—The word "matter" is expressed by the consonant outline "mtr," "fell" by "fl," "tell" by "tl," "mess" by "ms," "stress" by "strs," "patter" by "ptr," etc.

In the writing of a word containing either silent vowels or silent consonants, only the consonant outline which is sounded must be written.

Example:—The word "guess" is expressed by the consonant outline "gs," "freight" by "frt," etc.

In the writing of words where "g" has the sound of "j," the "j" stroke must always be used.

Example:—The word "German" is expressed by the consonant outline "Jrmn," "germ" by "jrm," "margin" by "mrjn," etc.

Any word must be written according to the proper sound of it, rather than the spelling of it.

Example:—The word "soldier" is expressed by the consonant outline "sljr," "laugh" by lf," "draught" by "drft," etc.

WORDS USED IN SENTENCES are expressed by the bare consonant outline precisely as above explained.

Example:—The sentence "We were there" is expressed by the consonant outlines "W wr thr." It will be seen that "W" stands for the word "We," "wr" stands for "were," and "thr" stands for "there."

The sentence "He may be there" is expressed by "H m b thr."

The above may seem slightly difficult to the beginner—but that is solely because it is an entirely new idea to him—in practice it is extremely simple and easy.

LESSON I B

OUTLINE WRITING—CONTINUED

WRITING IN "POSITION"

In all the *examples* on the preceding page of "Consonant Outline Writing," it will be noticed that either the vowel sound of "e" or the vowel sound of "a" is used—those outlines are, therefore, written *on the line*, which is termed, "*Second Position*."

Since all vowels are omitted from the consonant outlines in shorthand (and no system of shorthand can be written speedily otherwise), it becomes advisable to indicate by some method the vowel sound so omitted. This is accomplished by writing the consonant outline in one of three positions: thus, consonant outlines omitting the vowel sounds of either "i" or "o" are written above the line of writing in *First Position*; consonant outlines omitting the vowel sounds of either "e" or "a" are written on the line of writing in *Second Position*; and consonant outlines omitting the vowel sounds *other than* "i," "o," "e" or "a" are written thru the line of writing in *Third Position*.

Thus we find that the consonant outline "kt" is written above the line in *First Position* to indicate the word "kit" or "cot"—on the line in *Second Position* to indicate the word "cat" or "Kate"—and thru the line in *Third Position* to indicate the word "cut" or "cute."

Likewise the consonant outline "pt" stands for "pit" or "pot," when written above the line in *First Position*—"pet" or "pat" when written on the line in *Second Position*—and "put" or "pout" when written thru the line in *Third Position*.

Example:—The following words are written above the line in *First Position*, because either the vowels "i" or "o" are omitted from their consonant outlines:

Mile, *ml*; style, *stl*; goat, *gt*; coat, *kt*; float, *flt*; gloat, *glt*; go, *g*, etc.

The following words are written on the line in *Second Position*, because either the vowels "e" or "a" are omitted:

Trail, *trl*; mail, *ml*; sail, *sl*; certain, *srtm*; relieve, *rlv*; pet, *pt*; pail, *pl*, etc.

The following words are written thru the line in *Third Position*, because either the vowels or diphthongs "u," "oi," "ow," or "oo" are omitted:

Toil, *tl*; fuel, *fl*; new, *n*; presume, *prsm*; flowers, *flrs*; coil, *kl*; cow, *k*, etc.

Examples in sentences:—The sentence, "Shall we toil this night to pick flowers?" is written:

Shl w tl ths nt t pk th flrs.

In this sentence it will be seen that the words "this," "night," and "pick," are written in *First Position* above the line of writing; that the words "shall," "we," and "the" are written in *Second Position* on the line; and that the words "toil," "to," and "flowers" are written in *Third Position* thru the line.

The pupil should practice similar words and sentences. When you have mastered the above, you have *completely mastered* the theory of *shorthand speed writing*.

LESSON II A

SHORTHAND CONSONANTS

(See Chart (a), Page 16)

Stroke					
No.	Name	EXAMPLES IN WORDS			
1	K	 Ka	as Kate	 Kite	
2	G	 Ga	as Gate	 Goat	
3	P	 Pe	as Pate	 Pot	
4	B	 Be	as Bait	 Bight	
5	F	 Fe	as Fate	 Fight	
6	V	 Ve	as Vague	 Vogue	
7	H	 He	as Heat	 Height	
8	Y	 Ye	as Yet	 Yoke	
9	S	 Es	as Sea	 Sigh	
10	Z	 Ze	as Zero	 Zip	
11	W	 We	as Wait	 Wit	
12	Wh	 Whe	as Whet	 Whip	
13	J	 Ja	as Jade	 Job	
14	Ch	 Cha	as Chap	 Chop	
15	Sh	 Ish	as Shape	 Shop	
16	Th	 Ith	as That	 Thick	
17	L	 La	as Late	 Light	
18	M	 Me	as Mate	 Might	
19	N	 Ne	as Neat	 Night	
20	R	 Ra	as Rake	 Ripe	
21	T	 Te	as Take	 Type	
22	D	 De	as Deep	 Dope	

Now that you have learned the principles of *consonant sound writing* as explained in the preceding lesson, you will be able to write simple words in *shorthand* by applying the same *principles*, just as soon as you learn the *shorthand alphabetical consonant strokes* shown in the chart on the left margin of this page, and also shown in chart (a) on Page 16.

Notice there are 22 consonant strokes all exactly $\frac{1}{4}$ of an inch long. The seven strokes expressing G, B, V, Y, Z, Wh and Ch, are written *heavy or shaded*, while the rest of the strokes are written *light or unshaded*. The first 16 strokes are written downward as shown; the next 3 strokes expressing L, M, and N are written *horizontally forward*; and the last 3 strokes expressing R, T and D are written *forwardly and slanted upward* at an angle of 30 degrees. The name of each stroke follows it together with two examples of its use in words.

The pupil should practice and learn these 22 strokes thoroly, *being careful* to preserve the length, slant, form, and shading of each stroke.

After the pupil has mastered the consonant alphabet he should carefully copy, write and study the *Examples in Words* and should especially notice the omission of the vowels and the "position" that the consonant outline is placed in to indicate the omission of such vowels.

LESSON II B

ALPHABETICAL PHONETICS

(See Chart A, Page 28)

On Page 28 will be found a complete table of *ALPHABETICAL PHONETICS and wordsigns*. The twenty-eight words printed in capital letters are wordsigns, while the remaining words on Page 28 are written solely according to sound writing and are therefore phonetics.

It is most important that the pupil carefully study and thoroly learn all the shorthand alphabetical characters and the words they represent when written in three different positions, all as shown on page 28. Until you thoroly master page 28, you cannot properly proceed with the rest of the system; but when once you have mastered it, the rest of the system will be easy and simple to you.

THE PRONOUN "YOU" AND "I"

A small deep "hook" similar to the longhand letter "u," written vertically, or sitting up when alone, expresses the pronoun "you." And a larger "hook," similar to the longhand capital letter "U," written vertically when alone, expresses the pronoun "I."

These pronouns "you" and "I" may be attached to a preceding or a following word for the purpose of speed where legibility is not sacrificed, and, when so joined to a preceding or following word, the pronoun "hook" must be joined in a reversed manner as it could not be otherwise properly read. Study the following examples:

EXAMPLES

In Phonetics, Wordsigns and Pronouns

I see you		I know you		I can see you	
We know you		We see you		We can see you	
You may go		We may go		I can go now	
Who will go		We will see		You can see it	
Roy can go		Do it now		No I judge not	
I could eat		We could too		Which way now	
What did they do		How much are the goods		Did you see the show	
Hugh may tie it		Why are the goods high		Did she know the way	
Pay the way now					
Who would sew it					

(NOTE :—See "Punctuation," Page 29.)

LESSON III A

VOWELS

Altho it is absolutely necessary to omit the vowels in any system of shorthand before any degree of speed can be obtained, and, altho in Dudley Shorthand, vowels are expressed by the "position" of the consonant strokes, nevertheless vowels and vowel "positions" must be carefully studied and fully learned before it is possible to place the consonant outline in the correct "position."

Vowels are placed when used, and at other times indicated, in *three positions*:

- (1) First Position
- (2) Second Position
- (3) Third Position

When necessary to be written, vowels are expressed by dots and dashes (called "ticks") in their respective positions, thus:

VOWEL POSITION CHART

	short	long	short	medium	long
First Position Vowels	ī <u>·</u>	ī <u>—</u>	ō <u>·</u>	ö <u>·</u>	ō <u>·</u>
Second Position Vowels	ē <u>·</u>	ē <u>—</u>	ǎ <u>·</u>	ä <u>·</u>	ā <u>·</u>
Third Position Vowels	ū <u>·</u>	ū <u>—</u>	oi <u>·</u>	ow <u>·</u>	oo <u>·</u>

First Position Vowels are written *above* the line, thus:

Bit · Bite · Rot · Wrought · Wrote ·

Second Position Vowels are written *on* the line, thus:

Pet · Pete · Pat · Caught · Pate ·

Third Position Vowels are written *thru* the line, thus:

Cut · Cute · Coy · Cow · Coo ·

EXAMPLES IN WORDS

Right · Rate · Root · Rout · Tuck · Took ·
 Ditch · Patch · Dutch · Pitch · Bid · Bad ·
 Bout · Gout · Pout · Shout · Shut · Shot ·
 Shade · Shoot · Hoot · Rope · Dupe · Boot ·
 Hit · Hate · Sheet · Beet · Boat · Feet ·

(NOTE :—See Extra Vowel Rules in Lesson IXA.)

LESSON III B

VOWELS CONTINUED

In the following words where a long vowel preceeds a single consonant stroke it is well to write the vowel tick joined to the consonant stroke for legibility, thus:

Ada  Abe  Ache  Ape  Ace  Ate 
 Ale  Ail  Heir  Air  Aide  Aid 
 Eve  Eat  E'en  Eke  Ear  Eel 
 Oak  Oat  Oath  Ode  Own  Old 
 Ike  Ire  Oil  Owl  Oar  Ore 

VOWEL WORDSIGNS

The following Vowel Wordsigns (also shown on Page 29), must be carefully studied and fully learned:

	First Position	Second Position	Third Position
See	i _____ ill-s	e _____ el else	u _____ ultimo
Chart			
B	i _____ eye-s ice	e _____ ease-y-ly	u _____ usual-ly
on	o _____ off	a _____ altho	oi _____ annoy-ance
Page	o _____ order-s	a _____ ah all	ow _____ h-our-s
29	o _____ owe-s (over)	a _____ a	oo _____ ooze-y-s

EXAMPLES IN SENTENCES

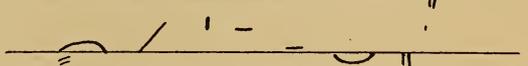
The ice oozes easily.



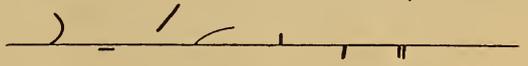
You owe me no ill-will.



May can order ice easily now.



They usually go at all hours.



A good eye will not annoy you.



It may be easy to order our ice.



Altho hours late we will order now.



On the 5th ultimo you can get orders.



LESSON IV A

LENGTHENING AND SHORTENING

(Refer to Charts (a), (b), (c), on Page 16)

All consonant strokes, shown in Chart (a), may be extended to *double length* as shown in Chart (b), to indicate a following "R";

And also be contracted to *half length*, as shown in Chart (c), to indicate a following "L", thus:

See Chart (a)	K  key	See Chart (b)	Kr  care	See Chart (c)	Kl  keel
	P  pay		Pr  pair		Pl  pail
	F  fee		Fr  fear		Fl  feel

Most of the strokes in the charts (a), (b), (c), indicate more than one word, according to the vowel sound considered, but, in actual usage, this will not confuse the pupil. Learn the charts thoroly.

EXAMPLES IN ONE SYLLABLE WORDS

whale		fear		wail		fail		tail		pail		sell	
where		nail		heel		reel		veil		yell		near	
share		lair		rare		seer		veer		keel		knee	
chair		jéer		gray		gale		pair		year		dare	
shell		there		jail		mere		mail		deal		tare	

When written in all three positions, LENGTHENING AND SHORTENING automatically supply us with extremely brief outlines for a great number of words written entirely according to rule, as:

See Chart	First Position	Second Position	Third Position
(a)	K  Co.	K  key	K  coy
(b)	Kr  core	Kr  care	Kr  cure
(c)	Kl  coal	Kl  keel	Kl  coil

EXAMPLES IN TWO SYLLABLE WORDS

shelter		pelter		murmur		fervor		murder		serve	
whopper		welter		Warner		curfew		girder		lurch	
flicker		purple		compel		helper		future		Jersey	
Mercer		baker		poker		caper		defer		maker	

LESSON IV B

HOOKS

A small hook joined to a consonant stroke indicates "n," thus:

See Chart	First Position	Second Position	Third Position
(d)	Kn  cone	Kn  cane	Kn  coin
(e)	Krn  crone	Krn  crane	Krn  crown
(f)	Kln  Kline	Kln  clean	Kln  clown

A larger hook joined to a consonant stroke indicates "m," thus:

(g)	Km  comb	Km  came	Km  come
(h)	Krm  crime	Krm  cream	Krm  crumb
(i)	Klm  climb	Klm  claim	Klm  column

HOOK WORDINGS

See Chart	First Position	Second Position	Third Position
C	N  on	N  end (enter)	N  unusual
on	N  in	N  an any	N  until (under)
Page	M  on-the	M  am	M  must
29	M  in-the	M  and-the	M  until-the

HOOK EXAMPLES

"N"	tinder	 define	 refine	 fender	
affection	 mention	 pencil	 tender	 tinsel	
detention	 thunder	 spender	 render	 hinder	
attention	 happen	 Helen	 pencil	 mason	
"M"	Temper	 welcome	 fumigate	 became	
temporary	 bumper	 jumper	 gamble	 claim	
temptation	 temple	 compel	 compete	 homely	
dumbwaiter	 income	 become	 compile	 lame	
tempermental	 comfort	 crumpeL	 trumpet	 dumb	

LESSON V A

CIRCLES

A small circle joined to a consonant indicates "s," thus:

See Chart	First Position	Second Position	Third Position
(j)	Ks  kiss	Ks  case	Ks  cuss
(k)	Krs  cries	Krs  craze	Krs  cruise
(l)	Kls  close	Kls  class	Kls  clues

A larger circle joined to a consonant indicates "sz," thus:

(m)	Ksz  kisses	Ksz  cases	Ksz  cusses
(n)	Krsz  crisis	Krsz  creases	Krsz  cruises
(o)	Klsz  closes	Klsz  classes	Klsz  clusses

CIRCLE WORDSIGNS

See Chart	First Position	Second Position	Third Position
C on	S  is	S  as	S  us ous
Page 29	Sz  society	Sz  system-atic	Sz  success-ful

CIRCLE EXAMPLES

"S"	Wise 	ties 	nose 	goes 	mice 	keys 
eggs 	pays 	pies 	cows 	mess 	mace 	bays 
base 	bass 	boys 	vice 	vase 	gaze 	lies 
blameless 	joyless 	trespass 	music 	terms 		
fineness 	painless 	compass 	shows 	tries 		
"Sz"	sassafras 	cessation 	praises 	bases 		
suspense 	suspend 	amuses 	cession 	paces 		
scissors 	suspect 	sister 	sessile 	faces 		
flounces 	bounces 	traces 	refuses 	paces 		
trounces 	jounces 	cestus 	deduces 	laces 		
cesspool 	sustain 	places 	amasses 	vases 		

NOTE:—Circles may be used at the beginning, middle and ends of words.

LESSON V B

LOOPS

A small loop joined to a consonant indicates "st," thus:

See Chart	First Position	Second Position	Third Position
(p)	Kst <u> </u> cost	Kst <u> </u> cast	Kst <u> </u> cust
(q)	Krst <u> </u> crossed	Krst <u> </u> crast	Krst <u> </u> crust
(r)	Klst <u> </u> closed	Klst <u> </u> classed	Klst <u> </u> clust

A larger loop joined to a consonant indicates "str," thus:

(s)	Kstr <u> </u> coaster	Kstr <u> </u> castor	Kstr <u> </u> Custer
(t)	Krstr <u> </u> chorister	Krstr <u> </u> craster	Krstr <u> </u> cruster
(u)	Klstr <u> </u> closter	Klstr <u> </u> claster	Klstr <u> </u> cluster

LOOP WORDSIGNS

See Chart	First Position	Second Position	Third Position
C	St <u> </u> Sty stow	St <u> </u> stay	St <u> </u> stew
on	Str <u> </u> Strike	Str <u> </u> stray	Str <u> </u> strew
Page		St <u> </u> east	St <u> </u> ousst
29		Str <u> </u> Easter	Str <u> </u> oyster

LOOP EXAMPLES

"St"	Cost <u> </u> cast	<u> </u> post	<u> </u> past	<u> </u> fist	<u> </u> fast	<u> </u>
most	<u> </u> mist	<u> </u> mast	<u> </u> moist	<u> </u> list	<u> </u> lost	<u> </u> last
best	<u> </u> pest	<u> </u> step	<u> </u> stop	<u> </u> stir	<u> </u> store	<u> </u> stare
style	<u> </u> stale	<u> </u> steel	<u> </u> stole	<u> </u> steer	<u> </u> stutter	<u> </u>
stone	<u> </u> stick	<u> </u> still	<u> </u> crest	<u> </u> blest	<u> </u> digest	<u> </u>
"Str"	straight <u> </u>	muster <u> </u>	pastor <u> </u>	bolster <u> </u>	<u> </u>	<u> </u>
strange	<u> </u> strain	<u> </u> faster	<u> </u> stream	<u> </u> straddle	<u> </u>	<u> </u>
booster	<u> </u> struck	<u> </u> street	<u> </u> strand	<u> </u> stranger	<u> </u>	<u> </u>
blister	<u> </u> strive	<u> </u> master	<u> </u> poster	<u> </u> plaster	<u> </u>	<u> </u>

NOTE:—Loops may be used either at the beginning or end of words.

MAGIC—

ANY WORD IN THE ENGLISH LANGUAGE—

	Altered Lengths			Added "n" Hook			Added "m" Hook			Added "s"	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)
1	K	└─Kr	└─Kl	└─Kn	└─Krn	└─Kln	└─Km	└─Krm	└─Klm	└─Ks	└─Krs
2	G	└─Gr	└─Gl	└─Gn	└─Grn	└─Gln	└─Gm	└─Grm	└─Glm	└─Gs	└─Grs
3	P	└─Pr	└─Pl	└─Pn	└─Prn	└─Pln	└─Pm	└─Prm	└─Plm	└─Ps	└─Prs
4	B	└─Br	└─Bl	└─Bn	└─Brn	└─Bln	└─Bm	└─Brm	└─Blm	└─Bs	└─Brs
5	F	└─Fr	└─Fl	└─Fn	└─Frn	└─Fln	└─Fm	└─Frm	└─Flm	└─Fs	└─Frs
6	V	└─Vr	└─Vl	└─Vn	└─Vrn	└─Vln	└─Vm	└─Vrm	└─Vlm	└─Vs	└─Vrs
7	H	└─Hr	└─Hl	└─Hn	└─Hrn	└─Hln	└─Hm	└─Hrm	└─Hlm	└─Hs	└─Hrs
8	Y	└─Yr	└─Yl	└─Yn	└─Yrn	└─Yln	└─Ym	└─Yrm	└─Ylm	└─Ys	└─Yrs
9	S	└─Sr	└─Sl	└─Sn	└─Srn	└─Sln	└─Sm	└─Srm	└─Slm	└─Ss	└─Srs
10	Z	└─Zr	└─Zl	└─Zn	└─Zrn	└─Zln	└─Zm	└─Zrm	└─Zlm	└─Zs	└─Zrs
11	W	└─Wr	└─Wl	└─Wn	└─Wrn	└─Wln	└─Wm	└─Wrm	└─Wlm	└─Ws	└─Wrs
12	Wh	└─Whr	└─Whl	└─Whn	└─Whrn	└─Whln	└─Whm	└─Whrm	└─Whlm	└─Whs	└─Whrs
13	J	└─Jr	└─Jl	└─Jn	└─Jrn	└─Jln	└─Jm	└─Jrm	└─Jlm	└─Js	└─Jrs
14	Ch	└─Chr	└─Chl	└─Chn	└─Chrn	└─Chln	└─Chm	└─Chrm	└─Chlm	└─Chs	└─Chrs
15	Sh	└─Shr	└─Shl	└─Shn	└─Shrn	└─Shln	└─Shm	└─Shrm	└─Shlm	└─Shs	└─Shrs
16	Th	└─Thr	└─Thl	└─Thn	└─Thrn	└─Thln	└─Thm	└─Thrm	└─Thlm	└─Ths	└─Thrs
17	L	└─Lr	└─Ll	└─Ln	└─Lrn	└─Lln	└─Lm	└─Lrm	└─Llm	└─Ls	└─Lrs
18	M	└─Mr	└─Ml	└─Mn	└─Mrn	└─Mln	└─Mm	└─Mrm	└─Mlm	└─Ms	└─Mrs
19	N	└─Nr	└─Nl	└─Nn	└─Nrn	└─Nln	└─Nm	└─Nrm	└─Nlm	└─Ns	└─Nrs
20	R	└─Rr	└─Rl	└─Rn	└─Rrn	└─Rln	└─Rm	└─Rrm	└─Rlm	└─Rs	└─Rrs
21	T	└─Tr	└─Tl	└─Tn	└─Trn	└─Tln	└─Tm	└─Trm	└─Tlm	└─Ts	└─Trs
22	D	└─Dr	└─Dl	└─Dn	└─Drn	└─Dln	└─Dm	└─Drm	└─Dlm	└─Ds	└─Drs

—CHART

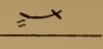
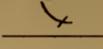
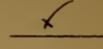
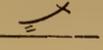
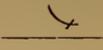
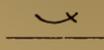
—CAN BE WRITTEN FROM THIS CHART

Circle	Added "sz" Circle			Added "st" Loop			Added "str" Loop			
(l)	(m)	(n)	(o)	(p)	(q)	(r)	(s)	(t)	(u)	
Kls										
Gls										
Pls										
Bls										
Fls										
Vls										
Hls										
Yls										
Sls										
Zls										
Wls										
Whls										
Jls										
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Shls										
Thls										
Lls										
Mls										
Nls										
Rls										
Tls										
Dls										

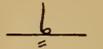
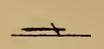
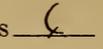
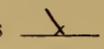
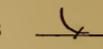
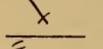
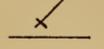
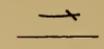
LESSON VI A

EX, EXES, AND EXEN COMBINATIONS

A small tick crossed at either end of a consonant stroke indicates "X", ("X" is only used in combinations with short vowels), thus:

Knox  box  sox  fox  pox 
 Dix  fix  six  mix  Styx 
 Max  tax  lax  vex  crex 

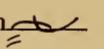
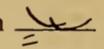
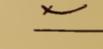
At the discretion of the pupil, it is permissible to use the sign "X" in combination with short vowels, especially short "a" and "i" even tho the longhand spelling is "cks," thus:

Jacks  lacks  shacks  racks  whacks 
 Macks  packs  facts  hacks  sacks 
 Hicks  kicks  chicks  licks  ticks 

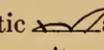
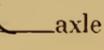
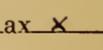
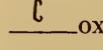
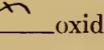
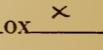
By crossing the end of a consonant stroke with a following "S" stroke, "exes" is indicated, thus:

Texas  taxes  fixes  mixes  sixes 
 boxes  vexes  relaxes 

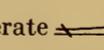
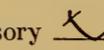
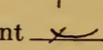
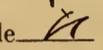
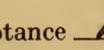
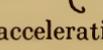
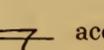
By crossing the end of a consonant stroke with a following "N" stroke, "exen" is indicated, thus:

Klaxon  Maxon  Paxon  Saxon  oxen 
 Flaxon  vixen  Dixon 

"X" at the beginning of a consonant strokes indicates "ax," "ex," "ox," "ux," and thus:

uxoriously  axiomatic  axiom  axis  axle  ax 
 uxorious  oxygenize  oxygen  oxymel  oxide  ox 

At the discretion of the pupil, it is permissible to use the sign "X" to express the sound of "ax" in the following words, thus:

accidental  accede  accident  accelerate  accept 
 accessible  access  accession  accessory  accent 
 acceptable  acceptance  accelerations  accidentally 

LESSON VI B

HOOK, CIRCLE AND LOOP COMBINATIONS

Hooks, Circles and Loops may be joined when desired, thus:

France		Francis		dance		dances		masters	
bounce		bounces		pounce		pounces		castors	
choicest		juciest		basest		loosest		posters	
western		cistern		postern		plasters		testers	
cousin		poison		prison		boasters		jesters	

FINAL VOWELS

In the following words and similar cases, final vowels are indicated by the use of a final consonant stroke to distinguish them, thus:

Sail		bees		tale		keel		mar	
Sally		Bessie		tally		Kelly		Mary	
Fill		man		moon		buys		sill	
Philly		many		money		busy		silly	

OMISSION OF WEAK CONSONANTS

When two consonants are final in a single syllable, the weaker (generally the second) of the two consonants has but little value and it is advisable to omit it. The following come under this rule:

Omit "T" and "D" when final after "N," thus:

accountable		account		count		spend		spent	
disappoint		appoint		point		bend		bent	
pheasant		pleasant		friend		find		fund	
ornament		peasant		meant		mend		dent	

Omit "T" and "D" when final after "R" thus:

shortage		chart		short		cart		hard	
mortgage		smart		heard		part		card	
retort		reward		heart		port		lard	

LESSON VII A

JOINED PREFIXES

(See Chart D, Page 30)

The "n" hook placed at the beginning of consonant strokes indicate the prefixes "an," "en," "in," "on," and "un," thus:

antique 	anchor 	answer 	announce 	anarchy 
envoy 	envelope 	envy 	engage 	enjoy 
induce 	incase 	invite 	ontology 	onus 
onward 	onerous 	onset 	onslaught 	onyx 
unload 	unnerve 	unravel 	ungainly 	onion 

The "m" hook placed at the beginning of consonant strokes indicates the prefixes "am," "em," "im," "om," and "um," thus:

amber 	ample 	ambitious 	ampere 	ambush 
ember 	empire 	embitter 	eminent 	employ 
immense 	image 	imitate 	impair 	imp 
omelet 	ominous 	omnipotent 	omnific 	omnibus 
umpire 	umbrella 	umpirage 	umbrage 	umber 

The "K" stroke joined before consonant strokes indicates the prefixes "can" and "con," thus:

canteen 	candle 	canvas 	candid 	canton 
canister 	cancel 	cannon 	candor 	Canada 
confuse 	conduse 	concert 	concord 	condole 
console 	confess 	consort 	confirm 	condemn 

The "au" vowel tick (see vowel wordsigns), stands for the word "all," and, when joined to a consonant stroke, expresses "al," thus:

alteration 	alderman 	all-hail 	almost 
alterative 	alterable 	all-wise 	always 
alternation 	alternate 	all-spice 	already 
altar-cloth 	altercate 	almighty 	almanac 

LESSON VII B

DISJOINED PREFIXES

(See Chart D, Page 30)

The "n" hook disjoined at the beginning of a consonant stroke indicates the prefixes "enter" and "inter," thus:

enterprise  entertain  interview  interlude  interval 
 interfused  intervene  intersect  interfere  interior. 
 interweave  interrupt  interlock  interboro  intermix 

The "n" hook disjoined but reversed indicates "under," thus:

underwrite  understand  undertake  underdone  Underwood 
 undervalue  underscore  undertone  underhand  undermine 
 underneath  underbrush  undersell  undershot  undersign 

The "K" stroke disjoined before a consonant stroke indicates "contra" "contri," "contro," and "counter," thus:

contractor  contradict  contraction  contrast 
 contributor  contribute  contrivance  contrive 
 controller  controversy  contribution  control 
 countersign  counterpart  counterfeit  counterplea 

The "F" stroke disjoined indicates "after," thus:

afterwards  afternoon  aftercrop  aftermost  afterwit 
 afterpiece  aftermath  afterclap  afterthot  afterall 

The "D" stroke disjoined indicates "deter," thus:

detrimental  determine  detrude  detrain  detriment 
 deteriorate  detrition  deterge  detract  detergent 

The "Ds" stroke and circle disjoined show "distra." thus:

distraction  distribute  distract  district  disturb 
 disturbance  distortion  distress  distrust  distort 

LESSON VIII A

DISJOINED PREFIXES CONTINUED

(See Chart D, Page 30)

The vowel dot "i" disjoined indicates "ill," thus:

illiterate  illusive  ill-bred  illness  illumine 
 illigible  ill-nature  ill-will  illicit  illegal 
 illustrate  illusion  illation  illapse  illude 

The vowel tick "o" disjoined indicates "over," thus:

overwhelm  overcome  overture  overbear  oversee 
 overboard  overcast  overlook  overdone  overawe 
 overpower  overalls  overarch  overshot  overall 
 overheard  overhead  overdraw  overdose  overt 

The "x" sign disjoined indicates "exter" and "extra," thus:

extraordinary  exterminate  extricate  external 
 extravagance  extraction  extractor  extract 
 extravaganza  extraneous  extremity  extreme 
 extermination  extradition  extradite  exterior 

The "s" circle disjoined indicates "sub," thus:

subsistence  substance  suburban  subsist  sublet 
 subtracted  subreption  subsidy  sublime  subdue 
 subordinate  submerse  subside  subsoil  submit 
 subtrahend  submarine  subserve  subject  suburb 

The "sz" circle disjoined indicates "super," thus:

superintendent  superinduce  supercargo  supercede 
 superstitious  superlative  superfluity  superb 
 supercilious  superfluous  supervise  superfine 
 superstructure  superintend  superhuman  superable 

LESSON VIII B

JOINED AFFIXES

(See Chart E, Page 30)

The "Sh" stroke joined to a consonant is "ship," thus:

Friendship  shipment  troopship  shipyard  worship 
 shipwright  hardship  steamship  shipmate  reshipe 

The "Sl" stroke joined indicates "self," and the "Sls" stroke joined indicates "selves," thus:

selfesteem  selfmade  yourself  himself  herself 
 yourselves  themselves  ourselves  selfish  itself 

Final "mp" is expressed by the "M" stroke *shaded*; final "ng" is expressed by the "N" stroke *shaded*; and final "nk" is expressed by the "N" stroke *shaded* with the "K" stroke added; (the shading of these strokes may be omitted in speed writing if desired);—thus:

limp  crimp  tramp  damp  stamp 
 lamp  cramp  trump  bump  stump 
 sing  singer  sang  sung  song 
 sink  sinker  sank  sunk  tank 

DISJOINED AFFIXES

(See Chart E, Page 30)

A dot under the end of a word, especially in the case of a progressive verb, indicates the sound of "ing;" an "s" circle placed under the end of a word indicates the sound of "ings;" and an "l" stroke placed under the end of a word indicates "ingly," thus:

viewing  showing  seeing  paying  going 
 turnings  showings  feelings  filings  doings 
 pleadingly  knowingly  feelingly  willingly  smilingly 

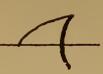
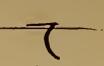
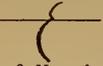
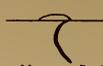
A small tick struck upward underneath the end of a word expresses the past tenses "ed," "ted," and "ded." thus: .

demande  detected  melted  heated  wanted 
 defended  divested  formed  turned  viewed 
 investe  pretended  divided  parted  mende 

LESSON IX A

UNUSUAL WORDS

The stroke for "shr" is shaded to indicate the sound of "zhr" in the following words, thus:

treasure  leisure  azure  glazier 
 pleasure  seizure  measure  Frazier 

In the following few words beginning with "inst" and "instr" the "n" hook will be slighted, and sometimes omitted, before the "st" and "str" loops in speed writing; it is, therefore, advisable for the pupil to practice and become familiar with the speed forms of these words, thus:

instigate  instinct  instruct  instate  instep 
 institute  instrument  install  instill  instead 

In words containing vowels of more than one position, the heaviest, or strongest accented, vowel determines the position, thus:

Pharoah  primer  assign  resume  Owen 
 surmise  demise  design  refute  renew 

Where two vowel sounds are contained in the middle of a word, the word should be placed in position according to the stronger vowel, and the tick representing the stronger vowel placed under the word to distinguish the word (the tick may be omitted in speed writing), thus:

dory  loose  right  pity  sign 
 diary  Louise  riot  piety  Zion 
 dearie  Lucy  rind  dot  trill 
 dairy  Louisa  Orion  diet  trial 

Where there is a combination of two vowel sounds at the ends of words, the word should be placed in position according to the stronger vowel and the tick for that vowel joined to the word, thus:

Messiah  via  Samoa  Noah  Allao 
 Sapolio  trio  olio  snowy  blowy 
 Romeo  Leo  Cameo  doughy  showy 
 Arabia  area  Lydia  Media  India 

LESSON IX B

PHRASES

Simple words and wordsigns may be phrased for speed provided legibility is not sacrificed.

as soon as		you are		Dear Sir:	
as rich as		you are not		Dear Madam:	
as poor as		we are		Gentlemen:	
as easy as		we are not		Yours truly	
as hard as		they are		Truly yours	
as well as		they are not		Yours sincerely	
as sick as		I am		Sincerely yours	
as good as		I am not		Yours as ever	
as bad as		he is		As ever yours	
as high as		he is not		Yrs. respectfully	
as low as		she is		Respectfully yrs.	
as many as		she is not		Your kind favor	
as few as		it is		Your kind letter	
as long as		it is not		Your favor of	
as short as		I will		Your card of	
as much as		I will be		30th ultimo	
as little as		I will not		16th instant	
as fast as		which will		for instance	
as slow as		they will		ship instantly	
he will be		this will		please ship me	
it will be		you will		return mail	
we will be		shall be		long past due	
she will be		could be		trusting to hear	
can not be		might be		from you soon	

LESSON X A

MISCELLANEOUS

COMPASS

North — East — West — South —

DAYS

Sunday — Tuesday — Thursday — Saturday —
 Monday — Wednesday — Friday — Week —

MONTHS

January — April — July — October —
 February — May — August — November —
 March — June — September — December —

NUMBERS

One — Four — Seven — Ten —
 Two — Five — Eight — Eleven —
 Three — Six — Nine — Twelve —
 First — Second — Third — Fourth —

MEASURES

Inch — Yard — Chain — League —
 Foot — Rod — Mile — Degrees —
 Grain — Pennywt. — Ounce — Pound —
 Hundredwt — Ton — Dozen — Gill —
 Dram — Pint — Quart — Gallon —

MONEY

Cent — Nickle — Dime — Dollar —
 Penny — Shilling — Pound — Sovereign —
 500 — 5,000 — 500,000 — 5,000,000 —
 \$5.00 — \$500.00 — \$5,000.00 — \$5,000,000 —

LESSON X B

STATES AND CITIES

Alabama		Nebraska		Albany		Minneapolis	
Alaska		Nevada		Atlanta		Nashville	
Arizona		N. Hampsh.		Baltimore		New Haven	
Arkansas		New Jersey		Birmingham		New Orleans	
California		New Mexico		Boston		N. York City	
Colorado		New York		Bridgeport		Newark	
Connecticut		N. Carolina		Buffalo		Oakland	
Delaware		N. Dakota		Cambridge		Omaha	
Dist. of Col.		Ohio		Chicago		Paterson	
Florida		Oklahoma		Cincinnati		Philadelphia	
Georgia		Oregon		Cleveland		Pittsburgh	
Idaho		Panama		Columbus		Portland	
Illinois		Pennsylvania		Dayton		Providence	
Indiana		Rhd. Island		Denver		Richmond	
Iowa		S. Carolina		Detroit		Rochester	
Kansas		S. Dakota		Fall River		St. Louis	
Kentucky		Tennessee		Grand Rapids		St. Paul	
Louisiana		Texas		Indianapolis		San Francisco	
Maine		Utah		Jersey City		Scranton	
Maryland		Vermont		Kansas City		Seattle	
Mass'setts		Virginia		Los Angeles		Spokane	
Michigan		Washington		Louisville		Syracuse	
Mississippi		W. Virginia		Lowell		Toledo	
Missouri		Wisconsin		Memphis		Wash'n, D. C.	
Montana		Wyoming		Milwaukee		Worcester	

ALPHABETICAL PHONETICS

And a few Alphabetical Wordsigns, showing the meaning of alphabetical characters when standing alone or phrased. Word signs are shown in small capitals.

(See Lesson II B)

Chart

A	First Position	Second Position	Third Position
51	K KIND Co.	K key CAN	K cue cow COULD
52	G Guy go	G gay egg	G GOOD-S
53	P pie Poe	P pea pay	P up PUT
54	B buy beau	B be bay BEG	B boy bow BUT
55	F fie if	F fee Fay	F few
56	V vie of	V HAVE	V view vow
57	H high ho HOPE	H he HAD	H hew how Hugh
58	Y YESTERDAY	Y ye YET	Y yew use
59	S sigh	S see	S sue SOON
60	Z so sew	Z say saw	Z sow
61	W with wish woe	W we way	W woo WOULD
62	Wh why whoa	Wh what	Wh who
63	J Joe	J edge age Jay	J Jew JUDGE JUST
64	Ch itch WHICH	Ch each	Ch chew ouch SUCH
65	Sh shy sho SHIP	Sh she ash shay	Sh shoe issue SHOULD
66	Th thy tho THIS	Th the they	Th thew thou
67	L lie low LONG	L lee lay WILL	L allow Lou
68	M my mow	M me may	M MUCH
69	N nigh no	N knee nay NOT	N new now
70	R rye roe or	R are raw ray	R rue Roy row
71	T tie toe it	T tea eat at	T to too toy out
72	D die DID doe	D day AND	D do dew

VOWEL WORDSIGNS

(See Lesson III B)

Chart B	First Position	Second Position	Third Position
51	i <u> </u> ill-s	e <u> </u> el else	u <u> </u> ultimo
52	i <u> </u> eye-s ice	e <u> </u> ease-y-ly	u <u> </u> usual-ly
53	o <u> </u> off	a <u> </u> altho	oi <u> </u> annoy-ance
54	o <u> </u> order-s	a <u> </u> ah all	ow <u> </u> h-our-s
55	o <u> </u> owe-s (over)	a <u> </u> a	oo <u> </u> ooze-y-s

ADDED CONSONANT WORDSIGNS

(See Lessons 4B, 5A, 5B)

Chart C	First Position	Second Position	Third Position
51	N <u> </u> on	N <u> </u> end (enter)	N <u> </u> unusual
52	N <u> </u> in	N <u> </u> an any	N <u> </u> until (under)
53	M <u> </u> on-the	M <u> </u> am	M <u> </u> must
54	M <u> </u> in-the	M <u> </u> and-the	M <u> </u> until-the
55	S <u> </u> is	S <u> </u> as	S <u> </u> us ous
56	Sz <u> </u> society	Sz <u> </u> systematic	Sz <u> </u> success-ful
57	St <u> </u> sty stow	St <u> </u> stay	St <u> </u> stew
58	Str <u> </u> strike	Str <u> </u> stray	Str <u> </u> strew
59		St <u> </u> east	St <u> </u> oust
60		Str <u> </u> Easter	Str <u> </u> oyster

PUNCTUATION

(Position as shown)

Chart F	51 <u> </u> comma	52 <u> </u> semi-colon	53 <u> </u> colon
	54 <u> </u> dash	55 <u> </u> period	56 <u> </u> paragraph
	57 <u> </u> exclamation	58 <u> </u> question	59 <u> </u> capital (up)
		60 <u> </u> parenthesis	

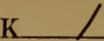
PREFIXES

(Prefixes do not have "position")

JOINED

Chart D

(See Lesson VII A)

- 51 N  hook is "en" 53 K  stroke is "con"
- 52 M  hook is "em" 54 au  tick is "all"

DISJOINED

(See Lesson VII B)

(See Lesson VIII A)

- 61 N  hook is "enter" 71 i  dot is "ill"
- 62 N  hook is "under" when
reversed 72 o  tick is "over"
- 63 K  stroke is "contra"
- 64 F  stroke is "after"
- 65 D  stroke is "deter"
- 66 Ds  stroke is "distra" 73 x  sign is "extra"
- 74 s  circle is "sub"
- 75 sz  circle is "super"

AFFIXES

(Affixes do not have "position")

Chart E

(See Lesson VIII B)

- 51 Sh  stroke is "ship" 61 .  dot under the end of a
word is "ing"
- 52 Sl  stroke is "self"
- 53 Sls  stroke is "selves" 62 s  circle under the end of a
word is "ings"
- 54 M  stroke is "mp"
when shaded
- 53 L  stroke under the end of a
word is "ingly"
- 55 N  stroke is "ng" when
shaded
- 56 Nk  stroke in "nk" with
"N" shaded 64 Td  tick under the end of a word
is "ed," "ted," or "ded"



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