

4
 hundred sounds (e.g. b, v, f, p.) as one. It fits him
 also for declamation by shewing how sounds are
 formed for distinct enunciation. It also will fit
 him afterward in pronouncing the French. Pronunci-
 ation of Nog & Helene names.

From letters the study of Etymology will
 pass to roots. I propose to begin with the
 roots of roots. [For example, I call Cap- is
 a root. K + P. the root of the root. A tertiary de-
 gree of origination is this, = Guttural + Labial. Ac-
 cordingly, we now regard the Latin root in Cap
 10, as one of a family, whose members are in
 different languages.

Eng	Greek	Lat	Sax	Scot	Swedish	French
cape	κεφαλος	cap. 10	cap	kop	kopp	capte
cape		cap. to				
cape						
cap						
cap						
		cubus				

In all, one form of sound, by the combination
 of guttural + labial.

In all, one idea, of a hollow for reception.

Now from this common idea of a
 hollow for reception, I draw the true concep-
 tion for each root existing in English with
 those combinations of "Guttural plus Labial."

For example this Latin "Cap 10," the Greek root in
cubic. Thus you perceive I give the pupil the
 same advantage as if he had studied Latin & Greek. I
 put the Cadet from the Praire, and him from College more nearly on level.

My dear Mr Davis

West Point

Dec. 10. / 56

I now come to the more detailed statement
 of my plans for Instruction. I thus resume the sub-
 ject commenced in September last. The subjects per-
 taining to Language come next. What I have to say
 I have in part anticipated, both in the tabular
 statement sent, and in the memoranda despatched
 yesterday. A fuller and complete statement seems
 however, desirable.

At the basis then of all the instruction in Lan-
 guage, I must suppose three dictionaries of the
 English, in the hands of the pupil.

One is to be arranged by roots solely. Each root
 is to grow into all its compounds and their deriva-
 tives, by the addition of prefixes and suffixes. In
 the appendix, a list of the roots of roots can be given. see Dic. No I.

One is to be arranged by terminations, that the effect
 of the suffixes may be seen, spelling and pronunciation corre-
 lect. ~~And~~ the basis for general Grammar laid.

see Dictionary No II.

One is to be arranged by a classification of
 heads of thought. Each head has under it, all
 synonyms, and their correspondent verbs, adjectives,

²
and adverbs. This must be accompanied by
an alphabetical index at the end. See Sect. No III.

With these three, may, of course, be a small
dictionary arranged in the usual way.

We have thus in these receptacles called dic-
tionaries, all the elements of Language, to be used
alike in studying Etymology, Elementary Logic
Grammar, Rhetoric, ^{Declarative} Composition, Poetry, Litera-
ture, and even (in the speaking part at least)
Declamation.

On cards, to be put in the pupil's hands, I pro-
pose to place a system of notation for all these
elements. It will be seen that they all come un-
der classes of thought or classes of sounds. I
pose a classification of both and signs for each
head in the classification. We thus have the
common thoughts, and the common sounds of man-
kind expressed in the instituted Language of
the World. That is an universal Language. See No IV.
^{System of Notation.}

By means of this system of Notation the pupil
can express every Law and every precept, in Log-
ic, Rhetoric, Syntax, Etymology. He has an in-

strument of thought by which he disentangles³
Every mental process of the verbal forms in which
it may be cast whether in his own Language, or
in any other. He also is able to classify under its sign
ahead each sound in any other language (as the
French) and thus rapidly to acquire good pronun-
ciation of foreign languages, not only here but
after he graduates.

The system of Notation I have designed
is very simple, and placed on cards will be learned
insensibly in less time than ^{during} the recitation of
a month. (However, the Notation is no essential part of
my plan. The main features of my system are these simply. To
study the Language 1. in its roots, 2. the affixes, 3. the common ideas.)

I suppose then these materials to be in
the hand of the pupil on the first Monday
in September. They do not enter his text book.
They are "adumcula" - his instruments. They
are the mechanic tools. So valuable, we
must put off materials from the text books. Thus dic-
tionaries are to be manuals though five years.

The first lesson on the text book; the first
chapter in the Cours d'Etude will pertain to Etymol-
ogy, and begin with the sounds of the Alpha-
bet. At once he can use the system of Notation for
these sounds as classified. This classification fits him
for studying the roots of words in which we must regard

8 the accent on the third syllable? Because it is from the Saxon, and in languages of the Germanic family, the accent is on the root, that is on the radical part of the word.

It will be observed that by this method which I propose, all the words of a language will be reached, (in principle), since we take all roots, all terminations, all prefixes. We show then needfully how each root is spelt, each ending and each prefix. There are no other parts than these.

At present we are expected to correct spelling and pronunciation, while yet they are not required to have dictionaries in their rooms.

If the having a dictionary will in create the Cadet's expenditure too much, let the Government furnish that and a Bible as part of the furniture of his room.

I thus arrive at the close of a short course in Etymology First Part. - In Summary my plan is. 1. To have 3 dictionaries & classifying cards. 2. Exercises on these dictionaries & cards.
yours truly
J. M. French

5. Such is the study of the roots of roots, preparing for the understanding of the roots themselves from whatever language they may come. Usually it is thought necessary to have studied completely the other languages in order fully to understand the force of our radical forms derived from them. I beg attention to the circumstance that in an institution where we cannot have the classical languages at the basis, my plan will supply in part that defect.

Next will come the roots themselves. For example Root Cap is

Derivative.	ac	cep	-	tance
			table	de
	con	cep	-	tion
	re	-	-	-
	pre	-	-	-
	de	-	-	-

As we have drawn the meaning of Cap is from the roots of roots, so we now draw the signification of such words, as "Capture", "Captive", from the root Cap meaning of the root "Cap"; & of such words as "accept" ("deception") from that same meaning of "Cap" joined with the signification of prefixes "ad" "in" "de", as well as

Supfixes "tion", & "ance".

Here the pupil must use his Dictionary by roots, and his Dictionary by terminations. He will also make use of the Notation on his cards and use the signs he will find there for prefixes and suffixes, in their ideas, independently of their expression in any Language. For example, all languages have some sign for the abstract. Let us represent the abstract by this mark put by a root, $\sqrt{\quad}$. Then $\sqrt{\quad}$ will represent

Root +	{	tion	ness	} in English.	
		tion	dom.		
		cy			
		ty, inde	de de		
		age	de de	as. capacity	acious-ness. &c.

{	tas.		Latin	
	no	de de		
{	te	inde	de de de	French
	cion	tion		Span.
{	ty	de	de	Greek
	And so on in all languages			

In all, this sign will represent. $\sqrt{\quad}$ L. E. $\sqrt{\quad}$ = Root, $\sqrt{\quad}$ = Abstract. And it represents one thought in all languages, though the forms for its expression vary.

Thus he is taught the formation of his own Language by a synthetic process. The result is, that he knows the elements that enter into the composition of every word in the Language. Thus, incidentally, he has been led to an understanding, not yet of

7. ^{of the words of his language} their conventional meanings, but of that radical meaning, which underlies the conventional, and from which the latter is derived.

Another incidental consequence is that we correct systematically bad spelling and vicious pronunciation. The cadets come here spelling badly and pronouncing viciously. The Institution relies now on the correcting of compositions for the one by the Instructor; and for the other on the corrections by the Professor of what is spoken in the Section Room, or in Declamations.

But by ^{such a} ~~this~~ mode we correct only the words which casually occur. There may be some, which for life ^{the student} he may spell or pronounce wrongly, which will not appear in compositions, Recitations or Declamations. We need therefore some plan for reaching all words, and correcting him on all. We cannot put him through the spelling book as we do children. But by the method I am proposing above, we not only teach him how to spell and how to pronounce, but we give the reasons.

For example, why pronounce "acceptably." It is, ⁱⁿ ~~in~~ and accent is thrown back. Why pronounce "understandingly," with

selected by respective writers.

I have thus shewn the utility of this Ideographical Dictionary of English words, for the studies of the higher classes.

Returning now to the fifth class, and to its exercises, I will begin by stating the relation of this study, to the previous exercises in Etymology. —

In those, ~~we found~~ we derived words from their originals; we deduced formations from the radical word; we analysed compound words into primitives. —

In that process, the form of the word was principal; the radical, ^{or primitive} meaning was subordinate, and deduced from the meanings of the parts, whereof the word was composed.

In this next step, the meaning is primary and principal, the form subordinate. That is ~~as~~ in the previous part, forms were primary; meaning, ^{or primitive} subordinate.

In this part the reverse is seen; meaning, primary, forms secondary. In that we found the primitive or radical meaning. In this we shall have the established and conventional meaning.

I present a Tabulae view.

For 5 years course Language in	1. Its elements. —	Separately	combined	1. In forms, as	Stymol ogy.
				basis for primitive meaning	
				2. In meaning, as com-	Ideogra- phy.
				mon basis for forms.	
				Elementary Logic	
				General Principles	
				Grammar	
				Reasoning	= Logic
				Persuasion	= Rhetoric
				Pleasure	= Poetry & Belles Lettres

2. In the combination of elements for a purpose —

First Part Sec 12.

My dear Mr. Davis

Thus far the studies in Etymology have consisted in exercises on the 1st Dictionary, viz. that by roots called Etymological, and that 2d Dictionary, that by endings called Terminational.

In the 3d Dictionary, that by heads of thought, which I propose to call Ideographical. In it each head of thought holds its place in a system, while under it are all the synonyms, derivatives, compounds, and forms of expression pertaining to that idea.

Before I state what exercises are proposed upon this for the fifth class, I wish to shew the peculiar value of this dictionary in the studies of the higher classes viz in Dialectics, Rhetoric, and Composition, as well as in Criticism and the study of the History of Literature.

A true system of Logic and Dialectics ought to teach first to use Language, as an instrument, for the purposes of reasoning and communication. The essential basis for this, must be laid in the classification of all the words of a Dictionary. They should be under classes or categories. The whole

system of Aristotle's Logic presupposes such a classification of all the words of a language. His system was based on that. He had such a system. It is an arrangement for Greek words. References and fragments show this. He then showed what a powerful instrument for human thought was thus presented; first in giving precision in the use of terms; secondly in teaching to a writer, speaker, or reasoner the possible forms of propositions; thirdly in giving the forms of syllogism; fourthly, ^{in pointing out} the sources of argument, in necessary, and in more probable (or as we now call it, probable) reasoning; fifthly in Rhetoric as furnishing the material in part which the speaker should employ; additionally in Poetry & Literature.

Late writers have overlooked this essential basis. They have considered Logic as occupied not about words, but thought. Hence, the confusion and the absurdities caused among schools of Logic, and the varied fortunes of the study. Men have forgotten that Aristotle simply regarded Logic as occupied ^{about} Language, but not as pertaining directly either to thought, or things. They have also forgotten that every part of his organon

presupposes a classified Dictionary in his own language, and in every language where his organon should be adopted.

This truth is certain. A classification of Language, under the heads of thought, is an intellectual instrument, as much above the most perfect language, as that is above an imperfect and savage dialect. I mean then, Language is an instrument of thought. The more perfect it is, the more effective is the instrument. The Greek language is an example. Let the Greek be classified under its categories, and the use of those heads of thought, furnishes aid, as much superior to the Greek language unclassified, as its aid is superior to the limited phraseology of African tribes.

The classification in Logic will have that assistance by which the whole study is brought to simplicity and usefulness, and to the idea of its just foundation.

The student in Rhetoric will find under each head the forms of language from which they are to select in composing.

In the History of Literature, and in some examination of a few great models among our own writers, we can refer to the forms of Language

mean idea; next I can distinguish the shades of meaning by the numbered classes to which those meanings belong. For example

Know, Acknowledge Confess.

Common idea. Clap 18th.

Distinctions of meaning.

Know - implies mental approval. Clap 7th

Acknowledge implies absence of wrong intention Clap 13th

Confess implies wrongdoing . . . Clap 19.

Now writers on synonyms give us a number of random guesses based on no system. By my plan we can disperse and distribute with precision among different fixed claps, the prominent sense of each word in a group of synonyms.

Next about ambiguities. At present our dictionaries give the different senses of a word, and we see no clue because they have put down a long list of disconnected meanings.

By my plan we give perfect precision, because we state to what clap each meaning belongs. We can then refer to that clap, and find some one term there devoted to that meaning. For example

"Clear" Meaning (a). Clap 10th. Judicial ^{Relation} ^{Decision} ^{He is cleared}

Meaning (b). Clap 7. Meteorology { clear weather

Meaning (c). " 15th Navigation { ship is clear

Such is the course in the study of words with reference to Ideas, for which I have adapted an expressive name, new in this application Ideography.

In this course of Philology, I now come from Words in their Origin, and Composition, to Words in their Meaning.

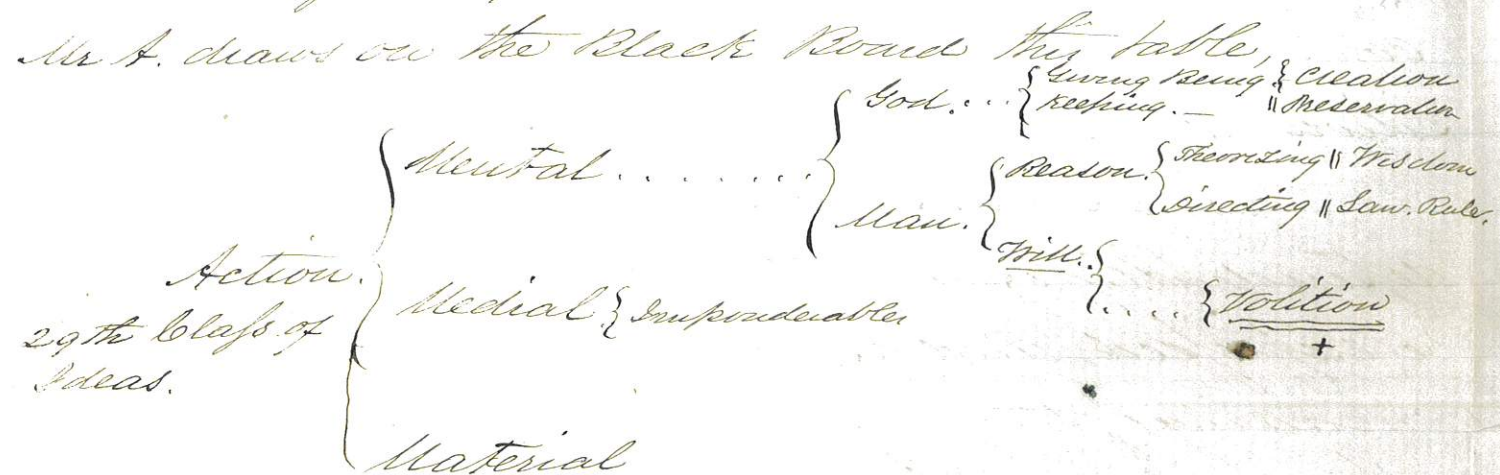
As we have to regard that meaning in dependently of all the forms in which it may be expressed; and as we have symbols for those meanings, this next division of Philology we name Ideography.

The first exercises of the clap will be to generate Thoughts; or the meanings which are to be expressed: The second exercise will be to generate all the forms in our Language which express those meanings.

Of course this will not be extended to all the heads of Thought. We teach him one a sufficient number of heads to communicate to him the process.

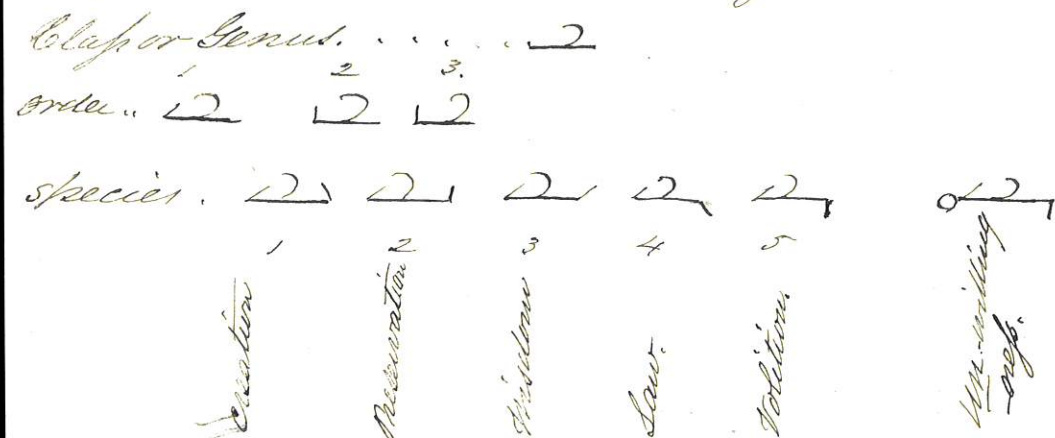
For example. Cadet A. will draw on the board a Table of the heads of Thought, in Clap No 29, and shew the place in the table of the idea of Volition. Cadet B. will shew all the words in English pertaining to the idea of Volition. & Cadet C. will present

¹⁴ the notation for expressing the heads of the Tabular view given by Mr. A.



Mr. B. draws on the Black Board
 Idea Volition. Class 29th. ~~Genus~~ order 1st. Species 5th.
 Synonyms. Nouns. Volition. Will. Purpose. Intention. Act.
 -termination. Design. Aim.
 Verbs. Will. design, intend, purpose expect
 Adjectives. Willful, determined, bent on aim, purposing
 adverbs. - willfully, purposely, designedly
 Abstracts. willful-ness. Willing-ness.

Mr. C. has drawn on the Black Board the signs by which we can express those ideas in the classification without language. He explains them.



¹⁵ (I say without enthusiasm, that the symbols as given in this last example, present an aid to thought, and for fluency, similar to that of Algebra or the Calculus.)

Thus you observe the pupil is taught
 1. To see the ideas in a system. 2. To find under each Idea, the words and expressions with which the language can furnish him, and to find these not by a happy hit but after a system. The use of this in forming writer and speakers, I need not point out.

Having drilled them sufficiently to form these habits I found 1st. the view of ideas in a system; 2dly the finding all words pertaining to one idea; 3dly the seeing of ideas in symbols. apart from language with its vagueness, we then finish this Ideographic course, by learning
 1. Synonyms, where many words have one meaning.
 2. Ambiguities, where one word has many meanings.

I ask attention to the excellence of my plan in both respects. In this Ideographical Dictionary, I suppose all the words of a Dictionary classified under Categories. At the end I have an Alphabetical Index.

If now I want to explain a flock of synonymous words. I can just state with precision the com-

Please send this paper back
as I have no copy

My dear Madam -

Let us now have a summary, that there
maybe, a clear understanding.

I propose then simply that the study of
Words and their Elements shall precede the
course in Grammar.

I propose to divide the study of Words into
two parts, 1st. the form and thus the usual studies,
in Etymology. 2dly. the meaning, and thus my new
Science Ideography. - That is all. For this, 3 Declensions.

As to the remaining studies, we come
on broader ground and I can be more brief.

In Grammar, I propose to lay its true basis
in the relations of Subject and Predicate. In other
words in elementary Logic.

The only difference in my method will be
this. I propose to proceed from the Idea to the
Grammatical element. Grammars usually
take the element and try to define by the idea.
For example a noun is the name of a thing, place
or person. Verb. ~~is~~ a word expressing to be
to do or suffer.

I propose to reverse this process. I would
show first what is to be done, and then look
for the tool that is needed.

We want to express being and action. how by Verb
Tense. how?

(dependence of that action. Qualities.
- Necessity. "must"
- Liberty. "may"
- Power. "can"

We then come to Sylectics as basis for Rhetoric.

Then to Rhetoric. In that I follow the ancients, not the moderns.

I am interrupted.

Ever & truly Yours

J. W. French.

- You see my ideas. I only want hands to execute and realize them all rapidly. But for this, appropriation is indispensable.

- Appropriation for the Library and for materials for Instruction. Without a well filled Library we are like an army without an arsenal.

Washington Dec^r
1856.

My dear Mr French,

I am not sure to what extent you desire me to return the interesting communications sent to me in relation to the course of studies in your department, should you desire others than those enclosed please inform me.

The mode devised by you of teaching the English language to those who have not acquired the tongue from which it is derived is a ~~large~~ new and striking, and I am free to confess has materially modified some of the views I have heretofore expressed to you. I had never before conceived the idea of teaching the philosophy of language by referring back to the natural sounds of the human voice.

The facility with which the student will pass from this demonstrable ground, on to that where all is arbitrary or conventional is a point which I suppose experience alone can determine. It is not infrequently found that a mind trained to one course of thought is less than another susceptible of receiving another mode of instruction. The dictionaries described by you impress me as of such universal application that I readily concur in the proposition that they should be prepared, and furnished to each cadet as a part of the equipment required for his instruction. The whole scheme is grand, and beautiful, I trust you will be able to carry it out, and in that event I am sure you will bring to the country a richer treasure than the Argonauts dreamed of.

Bibliography is probably too wide a field for such appropriations as we can expect for the current service.

of the Military Academy. The Smithsonian Institution you are no doubt aware has undertaken something like the work you suggest. I hope their labors will go far to supply the want to which you refer viz, the want of information as to what books have been published, and where they are to be found. A printing, and binding establishment however convenient and useful we could hardly expect to obtain for you will recollect that the proposition though often introduced has always been rejected when applied to the printing to be done for the Congress itself. In all things but in printing particularly Congress manifests a morbid jealousy of any other system than that of contract. To be compensated for your past, and current labor in making text books they must of course be printed on your own account, and I have calculated upon this as a source

of no little emolument to you.

I perceive you have fallen into the error of treating what is called the four years rule as an inflexible thing. Since the order upon that subject was issued I believe at no time has the military academy been without examples of its relaxation.

It was stated in the order that for special reasons exceptions would be made to its enforcement. When in the face of all this I saw the board of visitors recommend that in special cases assistant professors should be permitted to remain longer than four years at the military academy I thought I saw the instigation of men whose case would not bear examination, and whose infirmity was rendered discreditable by being practised on acknowledged ignorance. We have in our army no schools of practice and the military academy furnishes the only opportunity which officers of the army have to refresh

themselves in the elements of
their profession. Service with troops
is generally at exposed, and disa-
greeable positions, and no honorable
man could shrink from his fair
share of such privations. At the
military Academy it is proper
and needful that a high military
spirit should be maintained, but
if officers become fixtured there they
lose the habits, and sympathies of
soldiers for which I should not
think the military service fully
compensated by any increased
ability they might acquire for
instruction in a particular branch.
Instead of making the Assistant
Professors permanent attaches of
the Institution I think it would
be much better if Officers of the
Army were eligible to Professorships,
so that when galled by the annual
recurrence of the same course they
might before the elasticity of the
mind was lost be returned to their

corps rather than be left in a chair after they had become unfit for its duties, or be turned out without any provision for themselves, and families.

I do not know whether I have ever distinctly said to you what it may be desirable for you to know in connection with such assistance as you may desire from me in the furtherance of your views for the development of your own department. On this side of the Atlantic at least there is nothing so opposed to intrusion on their preserves as the Corps of Engineers. If, for instance, I were to send for Gen Totten, and open with him a conference in relation to your suggestions I think he would be as much startled as the Czar Alexander would if a Yankee were to propose to him to order an election to see whether or not he was the choice of the people as their

supreme ruler, he is a grave
man, he is not apt to laugh unless
he has law, and reason on his
side, and therefore probably would
not cry out ~~if~~ even if he should
think "how did this bill get in
my China shop". To effect any-
thing you must have the concurrence
of the Superintendent, and Inspector
of the Academy, without this a
Secretary of War can only commence
a structure with the anticipation
that at the close of his brief term
it will be demolished. I have
but little over two months longer
to serve, for myself I wish
the time ~~was~~ less, and having no
money with which to begin, can-
not even hope to inaugurate the
great work to which you so indus-
triously, and ably have devoted
yourself. In another position
it may be in my power to render
you some support for the accomplish-
ment of your designs, but to make

me effective for this purpose I expect
you must have the concurrence of the
Superintendent, and Inspector of the
Academy.

My little daughter who it gives
no pleasure to remember received
the first sacrament of the church
at your hands has improved much
since you saw her, and talks now
so plainly that I find her quite
an interesting companion, and very
naturally suppose if you could see
her now you would think her a
wonderful child. Mrs Davis has
been suffering for some time past
from neuralgia. We often speak of
you, and can never cease to feel some
the loss we sustained in your depar-
-ture from Washington—

Mrs Davis joins me in kindest
regards to Mrs French, and the
children. I am as ever sincerely

Your friend—
Jeff Davis