

THE QUICKEST WAY TO LEARN
SPANISH IS TO SEE IT

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THE QUICKEST WAY TO LEARN A LANGUAGE IS TO SEE IT

You and I bridled our greatest power in order to acquire our mother tongue. We remember precisely how we did it. All that we have to do is repeat it; and we can acquire a new tongue, now that we are grown and understand writing, in just two weeks.

If you close your eyes you will be able to keep seeing that which you saw before you closed them by just wanting to. This "eye" within your head that sees whatever you want it to look at is the same eye that sees your dreams when you sleep, independent of volition. Its first characteristic is that it never stops looking.

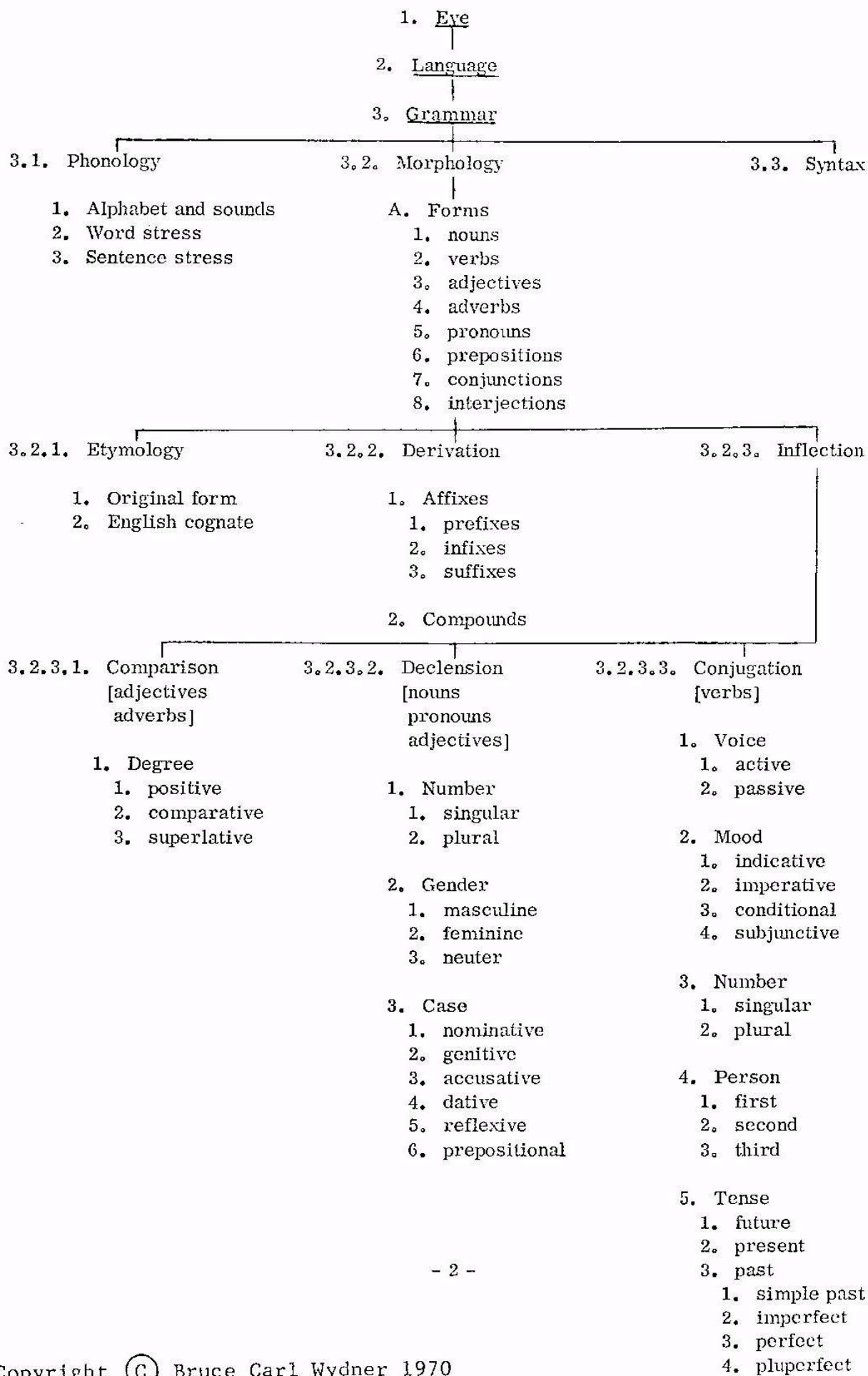
This "eye" acknowledges no limits: not any of the physical universe as do our physical eyes nor those of time since it never stops. Should there be a computer that would be capable of calculating the limitless impressions which that eye in you is perceiving at this moment, not mentioning your existence otherwise, then there would be some merit in the idea; "finite mind"; but failing such the thought is unadvised which all constrains the acknowledgement of that "eye" in man as infinite.

When you and I, as little children, first looked at the physical world we were not able to separate that which we saw with our physical eyes from that which our "eye" saw; and we looked out at life with that same "complete" look which we see in the eyes of all newborn children. That which that "eye" saw and "liked" best became absolute with us: to the extent that it was able to look at that which it saw and "liked" most we were happy; to the extent that it was prevented from doing so we were to that extent unhappy. That which that eye saw and liked best became the absolute control of our emotions, and we swiftly learned to distinguish that which we see with our eyes from that that we see with our "eye." This is the act of language learning.

Let us now turn our attention to the particulars.

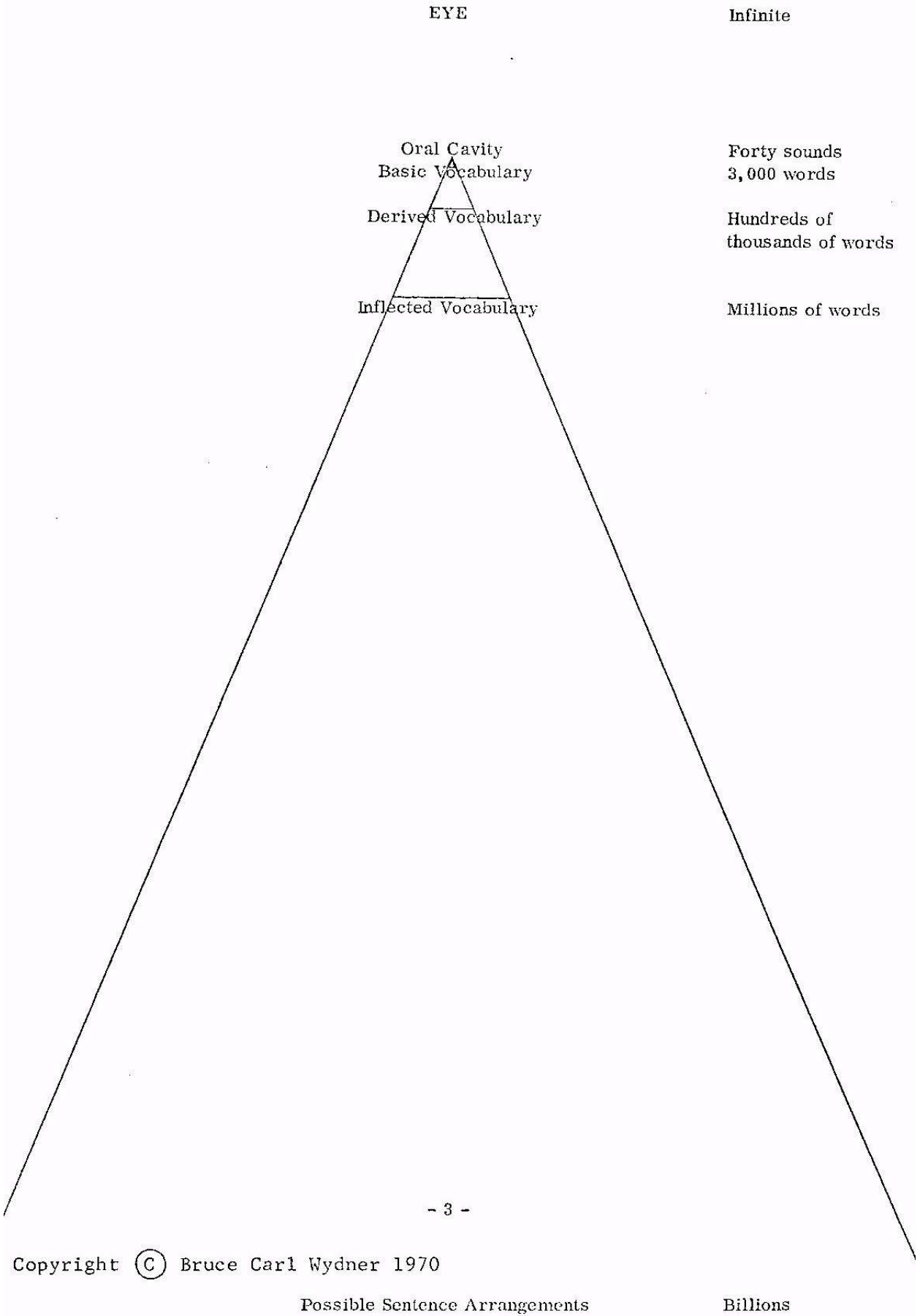
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HERE IS THE SPANISH LANGUAGE



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LANGUAGE OUTLINE



THE QUICKEST WAY TO LEARN SPANISH IS TO SEE IT

1. Eye: The perpetually looking inner eye of man has as its second characteristic the fact that it constantly wants to look at that which it has seen and likes most. Upon the discovery of less gratifying alternatives for our attention every facet of our personality, which all respond to the impulses from that eye as their supreme control, responded in the fabrication of a defence system allowing our eye to keep on seeing that which it likes most. This defence system wants everything in its "proper place." It wants everything to be put in its proper order. This order is exactly the same for every person who has ever breathed. Please refer to the diagram on page 3.

2. Language: Just as the inner eye which is the beginning of language is capable of infinite thought, the Step Two of language, the oral-nasal cavity and the sounds which it capable of producing with the escape of our first and every subsequent breath, is so finite; it can produce only about forty different sounds. Because of these two facts all that language can possibly be is a system for saying the most thoughts possible with the fewest sounds possible and will assume the shape of the "order" outlined on page 3. What does the Outline show to us? It shows us first the independently operating "eye" operating in its unlimited, infinite sphere. In second place it shows us a representation of the forty sounds which the oral cavity is capable of making in the form of a tiny, fine point upon which the "eye" exerts effect. The first result is the formation of a few thousand words of conversational speech. The well-known Second Edition of Webster's New International Dictionary defines for us 600,000 words of the English language. During our lifetimes, on the other hand, 90% of all we say is the 1,000 most-used words in the language which we naturally heard most when we were little and consequently acquired early in life: probably at about age six or so. The second 1,000 most-used words in the language added to the first 1,000 go to make up 95% of all that we say. We naturally enough probably heard and "picked up" the words in this second group as we heard them used so frequently around us. The third 1,000 most-used words combine with these we have just mentioned so that 97.5% of all that we say in our lifetimes are only the 3,000 most-used words of the 600,000 listed in the Second Edition of Webster's Unabridged Dictionary. These first 3,000 words are then superimposed, juxtaposed and otherwise posed one with another to make up hundreds of thousands of combination words which we term "derived" and which make up the bulk of the vocabulary of a language. To these we can add a very small number of well-known, standardized "endings" in a number of combinations to multiply the number of words at our command into the millions. These we can then unite into a variety of word-groupings (sentences) which could conceivably run into billions. The point is that the "eye" is trying to direct all of its subordinate faculties, in this case the oral cavity, in their finite operations to stabilize it in the execution of its infinite operations. The result is the oral cavity responding valiantly, taking the "bit in the mouth" (oops, pun) and developing these billions of possible things to say. But, billions, trillions or even quadrillions are still very measurable, very computable, very finite. So finite remains finite; infinite remains infinite; and language remains nothing more than a simple system for saying the most thought possible with, from just the sheer press of the continuing inequality of the two operations, the fewest vocal sounds possible, all of which is quite adequately represented by the sides of our angle on page 3 starting from the microscopic point of the forty voice sounds and extending under the spur of infinite urging to encompass at this date billions of possible expressions in the English language.

3. Grammar: You and I did not invent our native tongues; we fell heir to them. It was, furthermore, in all likelihood the common property of the two persons who produced our flesh. The plot thickens. Just as we began with the human "eye's" essential character wherein it naturally looks to that which it likes most for preservation and fulfilment, so human flesh, an entity in itself, by nature will move toward preservation and fulfilment. No way can this take place on a single basis, and two is a group. Now we are faced with the preservation and fulfilment of human flesh on a group basis which catapults anything and everything which can serve as the basis of group understanding and agreement to the absolute fore of importance: every dog has his day; language, you're on. Of course the language will only serve as an intermediating vehicle, and the ultimate viability of the group as a group will depend upon the viability of the heart idea upon which the group understanding is operating; more specifically, it depends upon the extent the "thing which it likes best" seen by the "eye" of the most leadership-gifted personality in the group can be demonstrated to be the same as "the thing which it likes best" as seen by the "eye" of every other personality in the group. The extent to which he succeeds is the extent to the group succeeds as a viable entity. What are the potentialities? The ultimate state to which they could attain from the point of view of the casual reflections of popular sentiment, both as regards their preservation and fulfilment, would have to be what we spontaneously label as paradise in visions of beautiful South Sea Islanders living it up as "one great, big happy family."

Let us look closely at the heart of this operational *modus vivendi* for the "biggest," at least, family of which history gives us any picture. It had to be some time before 300 B.C. when the first migrating portions of the Nordic race began to leave the huge "island" of Scandza (modern-day Scandinavia) whereon they had lived and move to land to the south. They quickly displaced the former populations of Germany, Poland and Czechoslovakia; and then, burgeoning at a rate with no parallel in history (there could have been only some few hundred thousand persons living on "Scandza" in say 400 B.C. whereas today the figure must be approaching one billion of the people who bear at least some Nordic blood), they moved to occupy the lands lying to the west and south of the two great rivers flowing off of the Alps, the Rhine and the Danube. A consternation almost without parallel in history broke out among the Mediterranean peoples to the south. The essence of mediterranean culture lay in the idea a political extension of territory fortified at day's march intervals with a series of strongholds interconnected by all-weather roads. The Mediterranean peoples countered the advance of the Nordic peoples by forging a supremely powerful military dictatorship around the family of the man most successful in stopping the advance of "this fierce race of white-skinned giants," the Roman, Marius, and then his nephew Julius Caesar. The latter rose to significance by amassing the wealth of widely separated portions of the mediterranean world, from Egypt for example, and by building therewith a series of powerfully fortified castle-cities on the Roman side of the Rhine from the Alps to the North Sea. So successful was this that his successor thought to advance this line to the Elbe river in order to cut the Nordics off closer to their home base and deflect them all to the steppes of Russia. He was going to need so much money for this that it was necessary for him to send out a decree that the "whole world should be taxed." He failed miserably, and his successor was thrown back upon the necessity of fortifying the entire south bank of the Danube from near the Rhine to the Black Sea just as Julius Caesar had done on the west bank of the Rhine. This barrier served to hold the Nordics in check for centuries before they overstepped it and took over the rest of southern and western Europe. While restrained to the north of the river-fort barrier the Roman historians had occasion to wonder over this whole race that was just one "great, big family" wherein everyone looked the same with their fair skin, light, straight hair and "immense" physiques. Let us pause at this point and take occasion to examine the "heart idea" upon which this portion of the Earth's peoples thrived, for we have already seen what a big family they were, and we have to admit of any people where men and women can live together in such mutual respect and harmony that they could quite customarily, apparently, anticipate living out their lives as the fathers and mothers of such vast patriarchal families on the scale that these people did, that they couldn't have been the most unhappy people that have ever lived. They had a

custom wherein they would "writ" (pronounced "vrit" and meaning to carve or inscribe) the "thing which it liked best" as seen by the "eye" of the most venerable, ancient patriarch upon thin tablets of book (beech) wood. So supremely successful was this custom of "writing" on "book" wood in both preserving them, holding them together as a people, and giving them a viable sense of fulfilment that that which had been written and called "writ" by them assumed a position of consummate value.

This custom or "art" of "writ" was of course practiced among the Roman troops who kept watch on them from the parapets of the castles on the other side of the rivers. Among them this "art" was called "grammar."

The treasury of writ or grammar within the babylo-perso-greco-roman culture of the Mediterranean area was the accumulated momentum of knowledge of how to be sure of military victory in regard to any of the other peoples around them. The primary consideration for knowledge of this type, in order that it remain momentum in advance of the other peoples around them, was that it remain the possession and secret of the smallest feasible fraternity of initiates.

With the single exception of the Nordics who took over northern Gaul, all of the Nordic peoples who took over the rest of southern and western Europe went there fleeing for their lives. They were unwelcome to say the least, and the treasure of the Romans' writ in the hands of those Nordics of northern Gaul, the Franks, soon told against them. In consequence, their writ was done away with almost entirely; and Roman writ survived, but only as the property of a small confraternity of Roman clerics. So the Franks took repossession of much of Europe in "cahoots" with the surviving possessors of Roman writ: these clerics (meaning scribes), or monks as they were also called, building Roman style castles and weaponry for the Franks; and these latter, who were the corporeal match for other Nordics in a battle, fighting out of these castles and with such weaponry against the people whom the Romans regarded as unwelcome intruders on their former territory. This worked famously for centuries, until the invention of gunpowder; and we can easily see how access to these fabulously successful secrets of military knowhow in Roman writ were the most jealously guarded possessions in the world. Indeed, one had to become a member of the confraternity before he was allowed access to such a treasure as this. The precise manner in which this access was granted during all of those centuries is diagrammed out on page 2. These terms, what they mean and what they tell was step number one to becoming a monk during the "Middle Ages." After you had acquired this then the poor people would acknowledge you too as one of those possessing "glamour," as they tried to reproduce but mispronounced this strange word which seemed the essence of the special power which a cleric had. It used to take the monks months and years to absorb all of this, note the fact that our "grammar" schools still last eight years; but you, because you can see it all outlined for you at a glance in this diagram, will be able to get the whole thing in just a few minutes time tonight.

What does this diagram show us? Only what we went over at the beginning of this session, that a language is nothing more than a system for saying the most possible thought with the fewest possible sounds. These are just a bunch of arbitrarily cooked-up designations for the identical language process of every person who ever spoke: that is that his/her finite mouth strives to do the bidding of his/her infinite "eye" and simply has to take the same sounds and multiply them over and over again until there is a large enough variety of things to say that the shades of meaning which the person's "eye" perceives may be adequately relayed to that "eye" within another person. So then, all that these arbitrarily "cooked-up" words stand for is the completely standardized process for every living human with that infinite "eye" telling its forty sound mouth to form these into the 3,000 words of conversation, to compound these into the hundreds of thousands of words of exact speech, to add standardized endings to these to produce millions of possible words and to put these into different combinations which could give the prerogative of being able to say theoretically billions of different things.

What then is the virtue to us of writ or grammar as we shall call it from now on? It allows our "eye" to see the "thing seen and liked best" by the "eye" of the most tried and true, venerable, ancient patriarch and thus provides a way by which humans can persist together as a viable group. It is so consummately valuable because it allows us employ our quickest member, our "eye," to this task. It does so because it gives visible form to our speech. We examine this visible form given to our speech and are confirmed with an actual, physical evidence of the fact that all that a language is is a series of multiplications of the forty basic sounds over and over again in order to be able to say the most thoughts with the fewest sounds, a simple system of the finite oral cavity trying to keep up with the infinite "eye." We can then see that entire system of any language at a glance as it is diagrammed out for us as the Spanish language is on page 2 of this course. We can then go through the diagram and learn its particulars, as we will be doing after making one last but the altogether most important point in all language learning, in just a few moments time and demonstrate to ourselves at least that in very deed "the quickest way to learn Spanish is to see it."

Now to make that all-important last point before we go on learn all of the particulars of the Spanish written language as we have them outlined on page 2. The title of this course, "The Quickest Way To Learn Spanish Is To See It," has a double meaning. The first one is the one which was just mentioned: i.e. that the quickest way to learn the entire structure of the Spanish language is to see it at a glance all outlined as it is on page 2 and then easily see how all of the particulars fit into the overall structure as it is outlined. But this is only step number one. It is step number two that is the big nut to crack. We must quickly get those 1,000 most used words in the language into the innermost parts of our thinking if we are going to take our new ability with the structure of the language and a working ability with those 1,000 words and be able to read everyday Spanish writing, with the help of a dictionary, at the end of our first two weeks' study time. We are also going to need the greatest power that we have in order to learn the next 2,000 most-used words and the derivation devices which the Spanish-speaking people use to expand these first 3,000 words into hundreds of thousands, in a subsequent four weeks' study time, to the point where technical Spanish can be read and translated on a professional level without the help of a dictionary. How can we get such power, the transcending dynamic energy that will help us to do that? It is easy. You know how better than you know how to do anything else in your life. We started off with the assertion: "You and I bridled our greatest in order to acquire our mother tongue. We remember precisely how we did it. All that we have to do is repeat it; and we can acquire a new tongue, now that we are grown and understand writing, in just two weeks." What is this one thing which you and I know better how to do than anything else in our lives: our greatest power which we "bridled" once to acquire our mother tongue?

At one very specific moment of one very specific day in your life as well as in mine that "eye" within each of us saw the one thing which it likes to look as the very most. Because of its perpetual nature it wants to look at it always. It is thwarted though by distractions against which it summons all of the faculties of the personality, which all respond to it, to put all of these distractions in their proper order so that it, the highest faculty can keep on doing what it sees as preserving and fulfilling it. This is part and parcel of the language learning process that continued through our youth. Every once in a while distractions might have seemed to have got the upper hand; but we bounced right back, ebullient as ever, and summoned all of our faculties to get to work and make order out of things so that we could keep on preserving and fulfilling ourselves by seeing that "which makes sense to us." What is the point of all this? Where is it getting us in learning a new language most quickly? Just this: you learned all of those thousands of words, and they are so deeply inside of you that you can't possibly forget them -- words like and, the, house, etc., etc., and yet not one of them mean anything. There is not a word on the face of the Earth that "means" anything. Words don't "mean." Ideas "mean." There is only one thing in existence that "means" anything to you or "means" anything

to me, and that is that one very specific thing which your "eye" and my "eye" saw at that very specific moment at that very specific time, whenever it may have happened to have been, that it liked the very most. That is all meaning to you. That is all meaning to me. If we will just put that meaning to work for us, we can learn all of these thousands of words which we are going to need to in just a few days' time. How? It is a simple, little trick. You remember how at the start we went over the facts that: "That which that eye saw and liked best became the absolute control of our emotions, and we swiftly learned to distinguish that which we see with our eyes from that that we see with our 'eye.' This is the act of language learning." As a sweet and innocent little child when you saw what you couldn't reconcile with what you wanted to see you instinctively "pulled back in" and then "mulled" upon that which had so effected you. In this reaction you were perfectly helpless. You didn't like having to "pull back in" then no more than you don't like having to "pull back in" today. You, I, and other humans are practically entirely helpless in this: we "pull back in" when we see that which we cannot reconcile quite automatically, but we hate having to do so. This practically universal weakness of the human race is the avenue of entry for apparently all of the cheap, dirty little tricks that are ever foisted on it, but it does have the redeeming grace to it that it throws us upon our defences and obligates us to learn language. Most of us only have it in us to go through this once. Most of us, after we have had to "pull back in" so many times decide to adjust, "not get 'hurt' anymore" and just go on through each succeeding day "mulling." Such a frame of mind will never allow a person to really "learn" another language, certainly not in two weeks. You recall, however, how just a couple of lines above the phraseology that we "are 'practically' entirely helpless" and "this 'practically' universal weakness" was used. There is something which each of us can do to keep our perpetually looking "eye" going "wide open" upon that which it likes most and as a consequence let these thousands of new Spanish words come pouring into the inmost part of us, rich with meaning, and stay there. What is it? How can I get such power, "rebridle" my greatest power as I did to acquire my mother tongue? It is so simple. Easy! Remember how at the start we heard, "if you close your eyes you will be able to keep seeing that which you saw before you closed them by just wanting to," and how in the sentence before that the circumstance "that we are grown now and understand writing"? When we were little children we did not understand opposition to this most inward part of and instinctively shrank from it. We are now big boys and girls, and nothing forces us to shrink but us. All that you or I need to do is to look to that which the "eye" has seen and likes best and just keep on. There is nothing that we would prefer to do more; and when the distraction comes that would deflect us, we've got volition going for now. We don't "have" to "pull back in," "run and hide" like a bunch of little kids; just keep on looking. That is all that there is to it, along with the system which we will use to pour the words into you. I like that metaphor; you keep the access to your mind "wide open," and we will pour the words in, rich with meaning, by the thousands.

Do you get the picture clearly now? All that you have to is to look with your "eye" to that which it likes best, and we all know precisely what that is because we spent the greater part of the early "years" of our lives doing nothing but; and we will have the words prepared for you in such a way, which we will discuss more fully under the topic: Etymology, that you will be able to take them in, fraught with vivid meaning in such a way that you will not be able to forget them, by the hundreds. Now, do you see what the real, important meaning in the phrase "The quickest way to learn a language is to see IT" is? You just be seeing that which that "eye" likes best: that is the "IT," and trust us while we are "pouring" the words in that we are giving you the living heart and soul of the Spanish language in exactly the same way as you trusted your parents when they "eyedroppered" in your mother tongue; and you will have "rebridled" our "greatest power" and be able to read Spanish with the help of a dictionary at the end of two weeks' time and without a dictionary at the end of six.

So, in recapping, grammar is writ; and because you understand writing now and have a mature person's grasp on the behavior of your infinite "eye," you can keep it zeroed in upon that which it likes most (or at "wide open") while we pass the entire essential corpus of Spanish writ before it. It will go in and stay, and that is the quickest way to learn a language.