

The Script

Because of the wonderful Leaders and People who established the Community where I was born and raised, many people say that I, and so many of my Childhood Friends and Associates, have a Most Valuable “Treasure.”

I, and a number of these Childhood Friends and Associates of mine, are, at this time, ready, willing and able to share that Treasure with you.

When we use this word, “Treasure,” in relation to this Skill, which all of us have acquired, we generally think of it, primarily, as an advantage, that all of us have gained, that allows us to be able to perform very unique beneficial services for the Communities, etc. where we may now live.

However, this “Sharing” of this Skill with you may provide you with “Benefits” which may include: 1. an immediate and most valuable ability, in the employment which you now have, if you are an adult; 2. a huge assistance to you in your current academic pursuits, if those are what you are, at this time, pursuing; 3. along with what so many people consider to be the very great value of a fundamental grasp upon the New Technology that the entire “World of Computing” has now gone over to operating upon, which may be a most valuable Benefit for you at whichever age you may now be.

I would like to tell you about this “Treasure.”

It seems to be a universally observed “Law of Language” that if a child is brought into a New Language Environment, before the age of Eight Years Old, that child will be able to learn to speak that New Language, “like a Native Speaker.”

In the Community where I was born and raised we have had what has been known as, a “Double-load Education.” I will explain that.

Using the example of some children that were just a few years behind me, in the First Grade, at that time, when they went to our Elementary School, each morning, their Teacher was Mrs. Memmot, a Native English Speaker. She taught them, in English, the Curriculum of the State of California. Perhaps 1/3 of these Children spoke English in their homes, and perhaps about 2/3 of them spoke Spanish. However, even though these Children only got to attend that Class for one half of the day, they were expected to be able to “stay up with” the Children of the State of California, who got to attend their Class, teaching them those Studies in English, for a full day.

The Children would go to their homes for lunch. Then, when they returned, their Teacher was Senorita Estopeyan, a Native Spanish Speaker, who taught these Children the Curriculum of the Federal Government of Mexico, in Spanish.

Twelve years later, when so many of these Children graduated from our Church Education System High School there, “the Juarez Academy,” each of them had this “Treasure”: it is that each one of us is able to go from, “Perfect, Native, Educated English” to “Perfect, Native, Educated Spanish” and back. The Thousands of us who have graduated from this unique “Double-load Education” of ours seem to be unique in this Hemisphere in our capacity to do this.

[At this point I need to briefly address a subject that many spend much time with. When the Prophet Joseph Smith enquired of the Lord as to the way that the Members of our Restored Church should “work together,” he was given the following answer, in the 86th Section of the Doctrine and Covenants:

D&C 86:8. Therefore, thus saith the Lord unto you, with whom the priesthood hath continued through the lineage of your fathers —

9. For ye are lawful heirs, according to the flesh, and have been hid from the world with Christ in God —

10. Therefore your life and the priesthood have remained, and must needs remain through you and your lineage until the restoration of all things spoken of by the mouths of all of the holy prophets since the world began.

11. Therefore, blessed are ye if ye continue in my goodness, a light unto the Gentiles, and through this priesthood, a savior unto my people Israel. The Lord hath said it. Amen.

The “fathers” of the people who had settled New England (which included the “fathers” of Joseph Smith and so many of those First Members of the Church) were, basically, the Fishermen of the ancient “Guild” of the Fishermen of England, who had come to the Shoreline of the productive “Grand Banks Fishery” (which is the Shoreline of New England) to “continue” here the pursuits which they had pursued there.

The “Guild System of England” is the System that the Economy of the World operates on today. It can be said that the Values controlled by the ancient London Bond Market are the Values behind the operations of all of the World’s Central Banks.

Many of our Church’s General Authorities have commented on how identical the operation of the Ancient Commonwealth of London (from whose Fishermen’s Guild New England was colonized) is with the operations of our Church, which operations we are instructed to “continue in,” as the “fathers” of New Englanders there in London have, for more than (a recorded) Millennium and a half, as of this time.

As the Minutemen of the Townships of New England were organized as “the United States Army,” to remove the British Army from the new USA, the Southern Slavery Tobacco Industry, which almost entirely supported Britain during the Revolutionary War, realized that that “New England” Army might sometime overcome it (as was done during the US Civil War). To “undo” the operation of New England on the “Beliefs” of their Forefathers — which the London Commonwealth had always operated on — the Southern Slavers challenged the New Englanders, after they had written down what they felt that our “Constitution” is, to explain what it is that they believe that God has to do with the Operation of their “Law,” as London has always operated upon those Beliefs during the past Millennium and a half of its recorded Operations. The New Englanders, as a Group, were unable to do that. Therefore, public “operations,” based upon the Beliefs in God, of the “fathers” of the Northerners, were replaced, in general, in the new USA, by operations based on the Southerners’ novelty of “political parties.”

This happened, in general, in the new USA. However, that was not true in the Restored Church, which the Lord had restored in the new USA. The Church Historian, Leonard Arrington, in his Book, “The United Order,” said that, “In Salt Lake City the

United Order of Tanners and the United Order of Tailors was just a continuation of the English Guild System.”

Apparently the novel development of control over “public operations” by “Politics,” as that which was started “to run things,” in the new USA, felt threatened by this “continuation” among Northerners of Working Together by the Beliefs that our Fathers had always felt was the “Law” that they had received from God. So, disregarding the fact that Our Heavenly Father had told us that that is true, in the 86th Section of the D&C etc., the Southerners’ novelty of Politics etc. made it so that our Church was “driven ... out” (as mentioned in D&C 136) of the previous USA.

However, in the Intermountain West, we “continued” in our Ancestral “Guild System/United Order” way of Working Together By our Ancestral “Law,” until it was time for Utah to advance from being a Territory to being a State of the USA.

Up until that time — as we have understood it — virtually every Ward Church house was used as the local Elementary School and every Stake House as the local High School. Upon Graduation from High School those Students had been prepared to begin working in their local United Order/Guild, as their “fathers” had, for centuries in New England, and as their “fathers” had, for more than a Millennium before that, in their Ancestral Commonwealth of London.

When Utah became a State the Political Parties of the rest of the USA insisted that our highly successful Ancestral Guild System/United Order be abandoned and we were informed that the US Government was going to practice a Religious Discrimination against The Church of Jesus Christ of Latter-day Saints, alone, in that it was to be the only Church in the USA that is prohibited from operating “Parochial Schools.”

So, our United Orders disappeared and our “Parochial Schools” ended throughout the entire Intermountain West, that had been settled by Latter-day Saints, except in that part of the Intermountain West that was on the other side of the US/Mexican Border: which was in our “Mormon Colonies” in Mexico.

Many people who visit our LDS “Parochial Schools” in Mexico seem to feel that these are the most “glorious” Schools for children that they have ever seen. We are happy when we hear that. Moreover, it is precisely because these Schools have always been able to operate as they have that the, some, 2,000+ Graduates, over these recent Decades, from our High School, have this “Treasure” of the “Double-load Education” that I have mentioned.

So, with these details having been mentioned I am now in a position to present some information on the “Benefits” from this “Treasure” that we are now able to share with you. After that is done we will begin Sharing these Benefits with you, which is the continuation of this Script.]

The Benefits

1. Perhaps the First Benefit that I should share with you is what nearly all who hear of it consider to be, “the Overwhelming Benefit for all of Mankind,” that can be said to have come from our Organization. And, although that requires, again, some background, it seems that that is the way to introduce all of these Benefits.

As the US Freeway System was built across the USA, the Defense Department secretly buried its Fiber-optic Cable Network under that property, which is the means by which so many Long-distance Telephone Calls today “ride the light,” from locations in and to the USA. The Defense Department called that Network, “the ARPANET.”

The US Government told the American People that it was its intention to use this Equipment as the basis of a Worldwide Interlingual Telecommunications Utility, that the Populations of the World could use to communicate, over all of their Language Barriers, with the Businesses of the USA, so that they could see how much more to their advantage it was to be successfully in business with the Free Enterprise System of the USA than it was to listen to the propaganda of some Communist Party some place. That is, there were to be “Great Central Computers” in the USA that would automatically and instantaneously translate all of these Messages, from all of these Foreign Languages, over those Language Barriers, into North American English and back, that would let all of these people, “be able to go into business with us.”

On the evening of September 11, 1961 President Hugh B. Brown said that the prediction, by the Principal Spokesperson for the Government’s Goal for such a Utility, that the discovery of the way to have Computers automatically and instantaneously translate Human Languages, which would be the beginning of that Utility, would be achieved “by the year 1978,” was a, “prophecy,” that would make it possible to: “Go into all the world and preach the gospel to every creature.”

At the Fall, 1966 General Conference of the Church President David O. McKay restated some of the information that had been presented by President Brown and had leaders of the Church’s Telecommunications and related operations speak on that subject. In relation to what President McKay had said (in the Talk that may have been President Kimball’s first Talk, as the President of the Church, in a General Conference Setting) President Kimball said, about President McKay’s Talk: “President David O. McKay, speaking in the October, 1966 conference of the Church, said of the scientific discoveries of recent years which will make possible the preaching of the gospel to every kindred, tongue, and people: ‘They stagger the imagination.’”

Then, about one month after President McKay had said what he had, the US Government all but gave up on its attempts to invent how to get a Computer to Translate Human Languages with Statements such as: “Teaching Computers to understand English — or any other natural language — ... has always been unrealistic.”

President McKay resolved that Church Members would continue to pursue this Invention. The Short-term Goal for “Teaching Computers to understand English and other Natural Languages” was to develop “Cost-effective Machine Translation,” which is Computer Software that automatically does enough of a professional translator’s work for him that it is cost-effective for a professional translator to purchase it and use it.

On the evening of September 11, 1978, almost to the minute of when President Brown’s “Prophecy” was made, about 1978, in 1961, the Leadership of the American Translators Association arrived in Provo, Utah to see our Invention of Cost-effective Machine Translation, the success of which Invention they reported in the way that that was announced to the World in the Wall Street Journal.

Now we can talk about our Treasure.

Before our Invention of Cost-effective Machine Translation Computers were only able to “compute” Arithmetic, they were unable to “process” Human Languages. As far as all other experts in the World were concerned, “Teaching Computers to understand” Human Languages had “always been unrealistic.” We are the Inventors of the “Cognitive Computing” — the development of “computers” that “understand” — that, at this time, the US Government says that it is so desperate to have developed further for it.

Because of our Double-load Education, and the other Training that we have added to it, all of us UNDERSTAND, precisely, everything that is happening in our Minds, as we all go from Perfect, Native, Educated English to Perfect, Native Educated Spanish and back. With our Original Invention, of Cost-effective Machine Translation, we only had the resources, at that time, to make it so that the Computer would automatically do about 85% of the functions of the Mind of a Human Translator.

Virtually everybody else had given up, that they weren’t able to do any of it.

Today we are able to teach Computers, and you, what is going on in our Minds, as we TEACH COMPUTERS TO UNDERSTAND 100% of what is going on in our Minds. That is the Overall Benefit for you as you continue on with this Script.

There are some very specific Benefits for you as you continue on with this Script that we will, right away, be explaining to you. However, right at this point, let me say a final word about this Overall Benefit.

When the US Government learned of our Invention of Cost-effective Machine Translation they named it, “Human Language Technology.” From that the Defense Advanced Research Projects Agency, DARPA, hired another LDS Organization to produce what it named, “Intelligent Systems Technology,” with which DARPA created the ARPANET, that was later renamed, “the Internet.”

It was our ability, our “Treasure,” to explain everything that happens in our Minds, naturally, that created the 85%-effective Software that “revolutionized the Computer Industry,” and created the Internet etc. However, at this time, with the US Government telling so openly that it is going bankrupt (with the National Debt, for example, practically doubling just during the current “Administration”), because of the US Government having switched so many of its Operations over to working on this “85%-effective Cognitive Computing that it got from the Mormons,” it is pleading with anybody who can show it how to do 100%-effective Cognitive Computing. That is what we are showing you how to do with the remainder of this Script. “What ‘Benefit’ will that be to you?” “Great, Medium, Any?” That may depend upon you. However, there are a number of very Specific Immediate Benefits that this Course in “Complete Cognitive Computing” makes available to you as you proceed through the rest of this Script. I will now address these.

2. As you proceed through the rest of this Script to its conclusion, you will see each of the Steps for how Complete Cognitive Computing translates one the most successful Language Training Courses, in the History of such Courses, from Spanish into English. As you see, this Course is made up of the “Missionary Discussions” that for Decades the Church used as the means to train hundreds of thousands of our Young Missionaries to be able to “master” the Scores of Languages that they were sent out to preach in.

The fact that our people have done that is a primary reason that in the former “Language Capital of the World,” the European Union, Utah is now thought of as the current “Language Capital of the World.”

It regularly took our Young Missionaries an average of, about, Eight Months of Study before they were able to master the Six Discussions. Because of what has been known as, “the Age Barrier Against Language Learning,” statistically none of our Senior-aged Missionaries have ever been able to master the First Discussion in, for them, a new Foreign Language.

Let’s say that it regularly took the Young Missionaries an average of, about, Two Months to learn the First Discussion and progressively less to learn the subsequent ones.

People might think of it as a “miracle” that, with our Complete Cognitive Computing, Senior-aged English-speaking persons, in their 40’s and 50’s, have been regularly able to master every thought contained in the First Discussion in Spanish in less than, about, 20 hours.

It has been thought that by providing this instruction in the “electronic” way in which it is being presented to you we may be able to get the required Instruction Time down to quite a bit less than that.

The Church has asked us to provide them with Statistics on 100 persons going through this Complete Cognitive Computing Instruction for the First Discussion. If you will be kind enough to record the Statistics of the time that it takes you to come to the competent comprehension of the Information included in this Instruction, there are more Specific Benefits that we may make available to you. We will address those other Specific Benefits as we proceed on with the details of how you will probably be able to use the Complete Cognitive Computing Instructions — that you receive, as you go through this famously successful Course, in making Hundreds of Thousands of Young LDS Missionaries into Competent Bi-linguists, but which, statistically, the First Discussion of which Course no senior-aged Missionaries have ever learned — to master all of the Details of the Mental Procedures included in this First Discussion, after, relatively, only a few hours.

3. As you may know, some of the Largest Translation Operations in the World are operating on our, old 85%-effective Machine Translation Software, making it available “free” to the Market for it, with them earning their money from it by selling their Professional Translation Services, to its users, to do the final 15% for them.

As you will see, as we proceed on with our Instruction, we are training you in the use of our “Multi-colored Language Tool.” It is the “paper and ink” version of our Original 85%-effective Invention of Machine Translation. We demonstrated in Utah High Schools, a number of years ago, with more than 100 student volunteers, that if people have training in our “paper and ink” version, as well as access to the Machine Translation Software Program that we developed from it, they understand Cognitive Computing so well that they can perform “way up in the 90’s percentile,” by knowing how to do more of that which the Software left undone.

You will have this ability to understand almost all of what is expressed in the Spanish Language after just these FEW HOURS of your Training in our Cognitive Computing Course. Of course, traditionally, such an ability as this was never talked about as being available, from College Classes, until after TWO YEARS of study.

4. If your employment has come to require you to be able to understand many of the currently estimated, some 41 million+, Native Spanish Speakers who, now, legally live in the USA, this ability for you to understand them, almost completely, by access to our Website, and after having gone through this Training, can be a very valuable asset for your Business to be able to rely on. However, of course, the issue is for you to be able to understand the Communications that your Business receives, from this Spanish-speaking population, “completely.”

We are here to assure you that we do understand all of these Communications “completely.” If you find something, that is translated for you on our Website and, even though the Training that we have given you lets you “almost” understand, but you still can’t understand completely, just e-mail what you have on your Computer Screen to us and we will quickly get back to you the completion of the information that you need.

As you persist in this our experience is that you will rather quickly come to be “in charge” of the information that you are responsible for.

5. If you are a student, your ability to be able to, thus, easily understand almost all information that you come across in the Spanish Language can be very important to you.

If you need to be able to “completely” understand some things, that you still don’t quite have, after our quick Training Course and the Services of our Machine Translation Website, you may e-mail us, just like the Businessman, in Benefit #4, above, and you will have available for you the Services of an expert “Colonist Coach,” just like the Businessmen have.

6. Pronunciation

As you will observe, as you communicate with us, when all of our “Colonist Coaches” speak to you in English, it will be in our Perfect, Native, Educated English.

As you might inquire about, from Native Spanish Speakers whom you may meet, all of our Communications with you in Spanish will be from the basis of our, similar, Perfect, Native, Educated ability with Spanish.

You will be able to rely on the Training that we make available to you for pronunciation in Spanish. It will be of “high quality.”

However, this topic might bring with it the subject of the uniqueness of the Program that we have available for you.

Without trying to be unpleasant in any way, most of the Native English-speaking Teachers teaching Spanish, have something of a noticeable accent when they speak Spanish. If one’s Spanish Teacher is a Native Spanish Speaker, that teacher will, most likely, have something of an accent when trying to pronounce English.

We are not saying “why” the following is so, however, as all know, Pronunciation is highlighted so dramatically, in typical US environments, that it takes a prominence that may, in some ways, be of a dis-service.

Once you understand the thinking of the Spanish-speaking Mind “completely,” it is relatively easy for you to memorize how to pronounce well, what you already know how to understand well. You then have very specific information in your Mind, so that you can “link” the correct sounds to that which you wish to learn how to pronounce well.

It will be the Goal of your Colonist Coaches to do that for you, after you first have mastered, “how to understand well.”

Delivering These Benefits To You

1. About the First Half Hour of your Training will be your listening to my reading, for you, the “Fifth Line” of the First Discussion. We consider that this Information is most important Information since it served as the Information that was the Formal Message of our Church, in English, around the World, during recent Decades. In respect of the importance of this Information I will try to pronounce it, as I read it, like I did in environments where I served as a Missionary to People who were Native English Speakers. If these people did not know that I was born and raised in Mexico they might just have observed that, “Here is a young man who speaks in Perfect, Native, Educated English, like other LDS Missionaries whom we have met.”

You will notice how the Computer “highlights” every word that I say, as I am saying it. This is the way that we show you how we “Teach the Computer to Understand how to translate completely every thought that we think in Spanish into correct English.”

2. About the Second Half Hour of your Training will be your listening to my reading, for you, the “Fourth Line” of the First Discussion.

This Fourth Line is the demonstration that we show to you that demonstrates how we have Taught the Computer to translate every thought in the Second Line — which is the way that our Spanish-language General Authorities decided that the Formal Message of our Church was to be said in Spanish, in all of the Spanish-speaking Lands — from Perfect, Native, Educated Spanish into Perfect, Native, Educated English.

The Fifth Line, again, is the Original English version of the First Discussion. We see that the Fourth Line often resembles it very much. However, the Fourth Line originates from translation of the Second Line. So, even though it is in English, like the Fifth Line, its thought comes to us from the Spanish Second Line. It is for this reason that I accentuate certain elements of certain sentences, in the Fourth Line, to convey the way that we think the thoughts, in Native Spanish, as they are expressed in the Second Line. As you will notice, again, the Computer “highlights” every word that I say, as I am saying it.

3. Much of the Second Hour of your Training will be you listening to my pronunciation of the Third Line and watching the Computer’s highlighting of the Words and Phrases, in that Third Line, as I read them.

A way that we have used to describe the function of the Third Line is that it is the way that our Original Language Tool, from Decades ago, functioned, in order to be able to “Teach Computers To Understand Languages,” if only at the 85% level.

In contrast to the readings of the Fifth and of the Fourth Lines, the reading of this Third Line takes more time, since there are numbers of explanations which are brought up at this time, in contrast to the readings of the Fifth and Fourth Lines, which are really only readings.

It seems that many people find these Explanations exciting, because of how they make it obvious how “straight-forward,” even “mechanical,” all of the World’s Languages are, in contrast to the “give-up” attitude, that Teaching Computers to Understand Languages “has always been unrealistic,” etc., that, at times, defeated efforts for this type of progress before our Invention of Cognitive Computing.

4. The bulk of this Course is my reading to you of the Second, the Spanish-language Line. All Native Spanish Speakers, at their hearing this and not knowing of my unique bi-lingual upbringing, will just say, of this pronunciation, that this person doing this reading is, obviously, able to do this as a Speaker of Perfect, Native, Educated Spanish.

It is what the Computer Highlighting does for these Spanish words, as I read them, though, that constitutes the bulk of the Cognitive Computing Training that is included in this Course.

As you see, on the first few of these pages, as I read the Spanish Second Line from them, the Computer Highlight goes from every word that I read on the Second Line to go through the “moves” which I just explained, in the Explanations in relation to the Third Line, to produce the English translations of these Spanish Words and Word Parts that are found on the Third Line.

This only continues for a short while though. As you see I very soon stop going through this Procedure for the Words etc. that have already been explained. [However, as we go on for some distance and you may not remember something that was covered already, on a previous page, all that you need to do is to “double click” on a Spanish word that you want this Procedure repeated for; and that repeat will be done for you.]

As people come to the final pages of the Computer’s Highlighting of this Reading of the Second Line and they see the repetitiveness and the apparent simplicity of the translation Procedures for even the, heretofore considered, “most complicated translation Procedures,” there is a tendency to say, “How is it possible for people to take so much time attending to such obvious things, in traditional approaches to translation?”

However, this next section, of our training, does require us to be very alert.

5. This Fifth way of Delivering the Benefits of the Completion of Cognitive Computing does, as we just said, require an alertness from us. If people wonder, “Why hasn’t this approach been tried before?” the answer to that is, “It has.”

It might be possible to say that the People of China have based their Communications among themselves, among their, about, 100 Mutually Unintelligible Spoken Languages, upon their version of “Cognitive Computing” for the last 3,000 years.

To this some people may say, “What? Our US Government is directing its desperate quest for Financial Survival etc. as a quest for Cognitive Computing, and China has been operating on that for the last 3,000 years?” The answer to that is, “Yes and No,”

Yes “Cognition” means “thinking.” While some Sounds that we might hear have nothing to do with our thinking, looking at things is thinking. Whereas the Occident has functioned, till now, upon an estimation of Languages basically in relation to their Sounds, the Oriental approach to understanding Languages has been in relation to the Sense of Sight. All of the some 100 Languages of China, using the same Sight-based representations of the 10,000 most-used words in Languages, have had an, about, 80% level of understanding, among those many Languages, for, about, the last 3,000 years.

At hearing this, then, some people immediately ask us, “Then, is your 85%-effective Cognitive Computing based on this Ancient Oriental approach to Cognitive Computing?” Again, to that question, the answer is both a, “Yes and No.”

Yes, our approach to Language Understanding, as covered in Explanations that were given in relation to explaining the Third Line, is very essentially based upon the

Ancient Oriental Approach to Cognitive Computing. However their Approach has always had a difficulty to it that our Approach does not have.

We can address that difficulty by referring to the fact that in our Multi-colored Language Tool, of the 5,000 Most-frequently-used Words in the Spanish Language (arranged therein by their frequency of use) over 4,900 of them are for “Physically Visualized Concepts.” The “pictures” that have been agreed upon to represent these Physically Visualized Concepts have been the basis of the Writing System of China, utilized by all of its Mutually Unintelligible Spoken Languages, for 3,000 years now.

However, in our Multi-colored Language Tool, although the “Mentally Visualized Words” only amount to 81 words, by Frequency they add up to over 30% of usage.

Since these Mentally Visualized Words (prepositions, pronouns and conjunctions) can and do often mean a variety of things, the Scholars of China have never been able to “scientifically” agree on what “picture” should be used for each of them. The Scholars of China have called them, “Empty Words”: “They have ‘picture frames’ (the essence of all words), to be sure; but we have never been able to all agree upon what ‘picture’ we should put into those picture frames for those words,” has been the thinking of the Scholars of China for the last 3,000 years.

On the other hand, our Approach to the Mentally Visualized Words does provide us with the explanation for their usage which is the completion of Cognitive Computing.

We ask you that as you go through this final, largest Exercise, of following the Computer’s highlighting of these Words, in the usages that we find for them in the First Discussion, that you bear in mind the following thought. In the Explanations which we addressed, as we followed the Third Line, we saw that New Learning tells us that the reason that the “How Man Looks And Sees ‘It’” Chart is, essentially, the same for all Human Languages, is because all Humans are born with the same “focus.” It has always been understood in the ancient Free Enterprise System of the English-speaking People that the people who unite to run Successful Businesses will have a common, successful Focus. As we follow the Highlighting of the Mentally Visualized Words on the TCI Chart we are introduced to the Focus of the authors of the First Discussion, in the way that they use the Mentally Visualized Words that they use therein. As we alertly watch the Highlighting of each one of these Mentally Visualized Words, in the ways that they are used on the successive pages of the First Discussion, we are quickly gaining an acquaintance with the final details that have allowed us to make the Fourth Line into the 100%, Complete, accomplishment of Cognitive Computing, in translating the First Discussion from Spanish into English, in the way that is comprehended most quickly. That is almost the conclusion of our Course.

6. The Conclusion of our Training is, as we have said, Coaching in pronunciation of these Concepts, after you have learned all of these Concepts, by a Coach who, in going from Perfect, Native, Educated Spanish to Perfect, Native, Educated English and back, is best qualified to give you the very finest Coaching in the Pronunciation of these Concepts. This Coaching is done as you follow the Coach’s voice and, simultaneously, follow the Highlighting of that Spanish Pronunciation in the words and Pronunciation Helps on the Second and First Lines.