

cc: S. Trahern

Mr. Brian Lamb
C- Span
Washington, D.C.

(over - xeroxed copy of
a lead article and first
of a series of articles on
linguistics)

005359 DEC 1991

Dear Sir,

I listened to your interview of Gary Sick
several times, and I was surprised to note how
many similar things the author of October Surprise
and I did in our life-times, although recognition of my
works was justifiably on a Lilliputian scale.

I was a research analyst for the Defense Dept.
in particular the Armed Services Security Agency. I wrote
stories for [redacted] I wrote in French

for [redacted] (Fall River), I wrote in Spanish for [redacted] (Penn)
[redacted] (Florida). I wrote for the [redacted]

I wrote for [redacted] and [redacted]

[redacted] I received an A.B. soon
[redacted] also the [redacted] premium
for doing the best work in French. I received also from them
my Phi Beta Kappa Key. After my bachelor of Arts from

[redacted] I studied for a short time at [redacted]
[redacted]. I returned to [redacted] where I received my

Master's of Art in Spanish and Education. I started
working toward my doctorate in French at [redacted]
My four semi-autobiographical books reflecting
my work in Washington are in the Library of Congress
(privately printed but containing tear-sheets
from published articles about my writings
[redacted] [redacted]

[redacted] and [redacted]
For what it is all worth there are xeroxed pages of
correspondence from writers from all over the
world. One of my French teachers was [redacted]
who won the award for the best novel given by Le Marquis
Regards,

[redacted]

Linguistic Atoms & Molecules

By [REDACTED]

[REDACTED] Fall River, Massachusetts

Students worthy of the name, eventually should be trained to give vocabulary accurate attention. Every teacher has his own methods and I'll try not to preconize mine. I am sure that many students have faulty notions of words that have certain meanings in some sentences, other meanings in others. Perhaps they do not realize that in Spanish words are like linguistic atoms that combine with other linguistic atoms to form a structure that has nothing more in common with each of its parts.

Take such words as: **a, no, ser, que.** These are linguistic atoms, each having a meaning all of its own, but all combined mean lest or unless.

Cuenta el dinero dos veces a no ser que cometa un error. (Count the money twice lest you make a mistake)

The lists of words that follow begin with 0 (zero) words. In these phrases the word need not be expressed. We place it in parentheses.

Example:

Muy buenas (tardes). Good afternoon.

The second list marked "N" contains a negative concept. The Spanish negative is not expressed.

Carezco de pan. (No tengo pan)

The third list marked "A" are the linguistic atoms. These combine with other atoms to form new or different thoughts.

Examples: **a, de, con, el, etc.**

The fourth list shows how "QUE" changes the entire meaning of a word.

Examples: **ya, ya que; hay, hay que; luego, luego que; aún, aunque, etc.**

The next list is headed "M" for mo-

lecular clusters of words. Here the very intricate texture of the language comes under the microscope.

Examples:

con, tal, que: con tal que
dar, a: dar a (overlook) Mi alcoba da al patio.

Finally we consider the words most troublesome to the beginning student: the look alike words.

Examples:

vender, vendar
saber, subir
vendré, venderé

This list of look alike words is too long to be given at one time. We will give the entire list in a subsequent article.

And now the lists of words:

0 (zero words)

a la vuestra (salud)
muy buenas (tardes)
billete de primera (clase)
a la (manera) española
lo (que es) bueno
la (muchacha) rica
el (hombre) viejo
lo (que ha) sucedido
el centro (de la ciudad)
la (escuela) central
(vamos) a ver

N

ignoro (no sé)
carezco (no tengo)
Excuso decirle (No tengo que decirle)
Huelga decirle (No hay que decirle)

A (linguistic atoms)

(all the vowels)

A (to, at)

E (hijo e hija)
I (veintiuno)
O (or)
U (siete u ocho)
Y (and)

en, ir, tē, se, si, sí, ni, de, no, que, ser, con, tal, vez, por, hay, más.

QUE

ya (now)	ya que (since)
hay (there is)	hay que (it is necessary)
por (for)	¿Por qué? (why)
con (with)	con que (so)
tal (such)	Qué tal? (How are you)
luego (then)	luego que (as soon as)
así (so, thus)	así que (as soon as)

M (molecular clusters)

tal vez; con tal que; en vez de; a no ser que; a la vez; ¿qué más da? ; en pos de; a que sí (I bet); en fin; aunque; a menos que.

LOOK ALIKE

plato, plata
cuento, cuenta
perder, pedir
saber, subir
acordarse, acostarse
volver, volar
cantar, contar
vendar, vender
vendré, venderé
hará, habrá
dijo, dejó
atravesar, atreverse

But in the final analysis every teacher will have his own list of such look alikes based on the errors made most frequently by his students. ● ● ●

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Propietario [REDACTED]



Fall River Educator Is Author, Philosopher

By PATRICIA MCGOWAN
Standard-Times Special Writer

"I love Fall River. I get metaphysical comfort here." That's a happy man speaking, one who feels no need to put down his native city. He's

chairman of the modern languages department at [redacted] at home in eight languages, author of about 30 privately printed booklets, language notes, philosophical musings and a discussion on silent movies.

[redacted] 51, is a private man, and in a world of conformists he goes his own way. Although he has a license, he hates to drive and takes a taxi to school daily. "I got the license to have identification to cash checks," he admits.

During vacations and on free evenings, "after I've corrected my papers," [redacted] writes, but not to please editors or publishers. He works on whatever strikes his fancy and pays for his pleasure himself. A Spanish booklet is used by his students at [redacted] and for Russian classes he formerly conducted he prepared an introduction to that language.

Likes 'Oldies'

He is deeply interested in silent movies, especially the oldtime "cliffhanging" serials, and this is reflected in another booklet. He explains, "This is not just an attempt to recall the old silent serials but a

desire to recapture some of the ancient pleasure friends had in discussing them. People who care nothing about such relics and never enjoy such ancient art forms will have no use for this book."

He adds, "I like the intellectual aspect of the silents. They had respectable suspense. Modern horror movies he dismisses with the pithy description, "They're just bang-bang."

Interest in the silents led to [redacted] authorship of several mysteries, for which he received in October the Clifford M. Eddy Memorial Award from the Rhode Island Writers' Guild.

Holder of bachelor's and master's degrees from [redacted] University, [redacted] has been on the [redacted] faculty since 1951. He enjoys teaching at the high school level. "They seem to do more yelling than studying at colleges nowadays."

Ideas on Youth

He has definite ideas on some of today's youth, although he emphasizes that "working with youngsters who want to learn one of the ineluctable (not to be missed) pleasures of life." He says there are many such students at [redacted]

There are others, though. Of them he writes in his booklet, "Day Notes": "Young people are easily bored and over-eager for excitement. They have little pity for the aged. They abhor sickness and suffering. Euthanasia and birth control appeal to them. The old people are expendable. The sick people are expendable. The suffering are expendable. Young people, specially, when they become convinced that they are ageless and immortal, subscribe quickly to theories that sweep away responsibilities, punishment and victims of extermination caused by new political experiments."

Under Way

[redacted] present writing project is a story based on the moon landing. For background he can draw on his large multilingual library, housed in the cellar of his house at [redacted]

For recreation, [redacted] enjoys walking. "I know there are more interesting and profound things to do, but I so get pleasure out of chopping wood." He chuckles. "This is

our civilization, it makes us feel guilty about everything — you see, I should be doing more building a woodpile."

Another pleasure is listening to classical music, and [redacted] has a bry that one could teach language with music. "You could illustrate syntax with poor songs — students wouldn't forget it."

Unmarried, he lives with his parents and brother at the [redacted] address. And always enjoys Fall River. He takes an occasion when he and his brother were

returning from an out of town trip. "My brother looked at me and said, 'Do you know, you get in better humor the closer we get to Fall River.'"

QUE Y VEZ

By [REDACTED]

[REDACTED] Fall River, Mass.

When we talk about atoms and molecules from a scientific point of view, we are not only talking about real things. Atoms of hydrogen and oxygen account for water. If these are combined properly with carbon atoms they will account for glucose, sugar and starches. Add the right amount of nitrogen atoms and we will account for amino acids, proteins and cyclosis. The precise blend of nitrogen and hydrogen atoms will produce amonia.

The structures of language have a reality all their own, too. Take the little linguistic atom "que" so vital to indirect discourse. It is a hard working word that performs a variety of tasks. Remember the line from Juan de la Cruz?

-Un no' se qué que queda balbuciendo...

All these "que" sounds preview the meaning of "balbucir." Here are some of the meanings of que:

(What) Yo sé lo que usted piensa.

(That) Yo no creo que él esté enfermo.

(It is necessary) Hay que hacerlo ahora mismo.

(As soon as) Así que salió comenzó a llover.

(As soon as) Luego que vino se supo la verdad.

(How are you) ¿Qué tal?

We have already seen how this linguistic item which I like to think of as an atom combined with "con tal que," "aunque," "a menos que" and "a no ser que."

.....
Take now the atom "vez" which simply means "time" in sequence as opposed to "tiempo" time in general or weather and "hora" "time of the day."

But "vez" combines with other atoms to form:

a su vez (in turn)
en vez de (instead of)
tal vez (perhaps)
a la vez (at the same time)
de vez en cuando (from time to time)

How can one read Spanish unless the eye is trained to see these word clusters, unless the ear is trained to hear these word clusters. It should become as natural as breathing oxygen or drinking it as part of our water, eating it as part of the carbohydrates we consume.

The mind must make instant judgment when it hears the beginning or ending of such sentences as:

¿Cuánto? (How much)

¿Cuántos? (How many)

Y lo haré cuanto antes (As soon as possible)

The mind does not have "to translate overtly to grasp the intrinsic meaning. When it hears: ¿Cuánto? it gets ready to estimate. When it hears the term cuanto antes, it gets the notion of time immediately.

One can train the eye and ear to the sight of an "r" or the sound of an "r" such as we see and hear the "r" in the future tense. The feeling should sweep over you that something is going to happen.

The sight and sound of "aba" or "ía" should make one think of things that happened over a period of time. A great author can conjure up nostalgic vistas of things past with the morphemes "aba" or "ía."

Feelings for language should grow together with wisdom concerning the language.

The mind should be a key board ready to echo with the correct vibration to the morphological structure of words. It should be a siren ready to enlarge the sight and semantic content of words.

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