Edward Miller's Original Explanation of His Theory of Artificially Induced Whole-Word Dyslexia

Prepared from the Files
of Samuel L. Blumenfeld

SAMUEL L. BLUMENFELD
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January 26, 1989

Mr. Edward Miller
2718 Monroe Street
Hollywood, Florida 33020

Dear Mr. Miller:

I wish to commend you on the valuable work you have done regarding the artificial inducement of dyslexia by the current methods of teaching reading used in American schools.
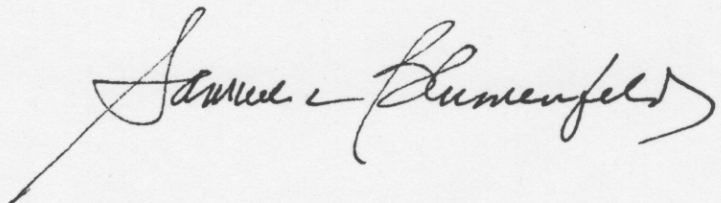
Like you, I believe that virtually every child that enters school can learn to read provided he or she is properly taught. As early as 1929 Dr. Samuel T. Orton warned the educators that the new look-say, whole-word, or sight method would cause reading disability. The educators ignored Dr. Orton and the result is that we have widespread dyslexia among perfectly healthy, normal children who then become functionally illiterate adults.

Your work establishes a scientific basis to the argument that look-say or sight instruction methods lay the foundation for dyslexia. And I want to encourage you to bring your findings to the attention of the experts on dyslexia so that they may give them serious review and evaluation.

We owe it to the children of this country to make sure that nothing that is being taught in their classrooms will injure or disable them intellectually.

If there is anything I can do to be of further assistance to you in your endeavor, please don't hesitate to call on me.

Sincerely yours,

Samuel L. Blumenfeld

1988 DEC 29

National Institutes of Health
Bethesda, Maryland 20892
Building : 2A03
Room : 3454
(301) 496·

December 15, 1988

The Honorable Jesse Helms
United States Senate
Washington, D.C. 20510

Dear Senator Helms:

Your letter of November 22 to Mr. Ronald Docksai on behalf of your
constituent, Mr. Edward Miller, has been referred to me for reply. As
Director of the National Institute of Child Health and Human Development
(NICHD), I oversee the Nation's major research program on learning
disabilities including dyslexia.

Staff of the NICHD would be pleased to review and consider Mr. Miller's
theories regarding dyslexia. Since our mission is the support of research
on this topic, his ideas should be put forth in a form of testable
hypothesis. It would not be useful for us to meet with Mr. Miller until we
have had a chance to review his proposals. I suggest that you advise
Mr. Miller to write to Dr. David Gray who heads our Learning Disabilities
Research Program. His address is: National Institute of Child Health and
Human Development, 6130 Executive Boulevard, North Building - Room 633,
Bethesda, Maryland 20892. Dr. Gray will be pleased to interact with
Mr. Miller and help him in any way that he can.

I hope this information is helpful to you.
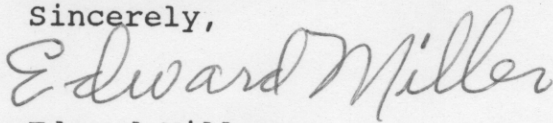
Sincerely yours,

Duane Alexander, M.D.
Director
National Institute of Child Health
and Human Development

It was Dr. Roger Sperry's brain research, along with my basic work in word indentification in non-phonetic languages, that enabled me to formulate the theory. Now I feel that it will, indeed, be Dr. Roger Sperry's brain research that will enable me to give a completely scientific presentation of the theory.

Again, many thanks for your continuing efforts to help solve the problem of dyslexia.

Sincerely,

Edward Miller

EM/lp

EDWARD MILLER

Route #3, Box #329C
North Wilkesboro, North Carolina 28670
(919) 984-3142
(305) 922-9914

February 6, 1989

The Honorable Jesse Helms
UNITED STATES SENATE
Washington, D.C. 20510

Dear Senator Helms:

Thank you for your efforts that resulted in the December 15, 1988, letter from Dr. Duane Alexander.

I am, as of this date, sending the enclosed letter to Dr. Gray. I noted from Dr. Alexander's letter that, "staff of the NICHD would be pleased to review and consider Mr. Miller's theories regarding dyslexia. Since our mission is the support of research on this topic, his ideas should be put forth in a form of testable hypothesis."

It is sad that the advanced scientific work of Dr. Roger Sperry was not available to Dr. Samuel Oston in 1925, Dr. Rudolph Flesch in 1955, or Samuel Blumenfeld in 1980. From the literature, it is evident that these men had an intuitive insight into the problem of dyslexia.

Dyslexia is not only a threat to the lifestyles of millions, but could also be adverse to the fundamental literacy of this nation. At present, we have twenty-five million severely dyslexic people in this country. An ever-increasing number of dyslexic students are being identified each year. Current research is mainly directed toward establishing dyslexia as an inherited disease.

If heredity controls the dyslexic outcome for our students they are doomed for a continuation of the status quo. Hence, the importance of this dyslexia theory. If dyslexia can be artificially induced it follows that the portion of dyslexia that is in the pattern of the artificially induced dyslexia is not hereditary.

EDWARD MILLER

Route #3, Box #329C
North Wilkesboro, North Carolina 28670
(919) 984-3142
(305) 922-9914

February 2, 1989

Dr. David Gray
NATIONAL INSTITUTE OF CHILD
   HEALTH AND HUMAN DEVELOPMENT
6130 Executive Boulevard
Room #633
Bethesda, Maryland 20892

RE: Answer to Dr. Duane Alexander, Director
      National Institute of Child Health and Human Development
      December 15th letter to The Honorable Jesse Helms
      United States Senator from North Carolina.

Dear Dr. Gray:

An attempt has been made to reorder my notes and papers relative
to dyslexia into a form that would be more acceptable as per Dr.
Duane Alexander's letter.

First, may I ask that you review and consider the enclosed
material. I request time to explain and to reconcile or ascertain
differences of opinion relative to these materials. Second, may I
discuss with you the specific format needed to make the most
meaningful presentation of the exercises that result in the
artificial induction of dyslexia. Third, I request permission to
present the following to your staff for review and consideration.

ARTIFICIAL INDUCTION OF DYSLEXIA

I.   The mathematical test of the pattern of dyslexia.

This involves consideration of our base ten number system as
the first learned system. It involves work in the base twelve
number system as the second system the examiner or student
attempts to learn, combine and/or incorporate into his
knowledge system relative to the total number system. In this
exercise the different characteristics are classified into:

A. Common to both systems

B. Mutually exclusive relative to both systems

C. Unique to the base ten number system

D. Unique to the base twelve number system.

By first working problems in the base twelve number system and then associating the mistakes with the four categories listed above one can learn exactly what caused what. Certain non-random mistakes that are made (when working in the base twelve number system) can be directly attributed to one's prior knowledge commitment to the base ten number system. At this point one has experienced the most basic system of dyslexia. This is subject to exact direct scientific measurement.

Other symptoms of dyslexia can be observed and quantified.

ARTIFICIAL INDUCTION OF DESLEXIA

II. The altered language test of the pattern of dyslexia.

This involves considerations of our written English Language System as the first learned system. It envolves work in the altered laanguage system as the second system the student, attempts to learn, combine and/or incorporate into his knowledge relative to the total language system.

In this exercise the classification of the characteristics is more difficult. However, certain mistakes can more exactly be correlated with the characteristic that caused it. The symptoms of dyslexia are again prevalent. The student again, experiences dyslexia that is subject to measurement.

THE ACTUAL INDUCTION OF DYSLEXIA

III. This is a demonstration showing:

A. That selected students can read in certain controlled vocabulary situations at more than one hundred words per minute for as long as the examiner should wish, without showing any symptoms of dyslexia.

B. That the same students, when asked to read from non-controlled vocabulary situations (daily newspaper or Readers Digest), will show three separate describable symptoms of dyslexia.
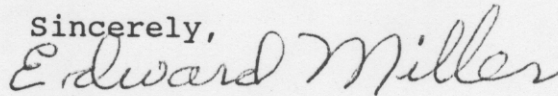
IV.   <u>Disease</u> <u>Control</u> <u>Implications</u>

 V.   <u>Educational</u> <u>Implications</u>

VI.   <u>Books</u> <u>and</u> <u>instructional</u> <u>materials</u> <u>implications</u> with <u>special</u> <u>emphasis</u> <u>on</u> <u>pre-school</u> <u>materials</u> <u>for</u> <u>children</u> <u>ages</u> <u>2-5</u>.

This is the most important age in developing the first strategy of word recognition.

Sincerely,

Edward Miller

Edward Miller

EM/lp

cc:

EDWARD MILLER DYSLEXIA THEORY

Synopsis prepared for: Dr. David Gray
                        National Institute of Child Health and
                        Human Development

For review and consideration as per letter from Dr. Duane Alexander
to The Honorable Jesse Helms, United States Senator from North
Carolina.

Copyright applied for January 30, 1989

THE PATTERN OF DYSLEXIA

Hypothesis

The first step is the development of "automaticity" relative to a technique of word identification. In practice, this technique is natural spatial holistic viewing and information processing (configuration identification).

It is that the student learns this first way, method, and/or technique of looking at words. The student's mind is then committed to the first strategy. This strategy is holistic and spatial in nature. The student must later learn to a second strategy that is sequential and analytic in nature. This second strategy has five mutually exclusive tendencies relative to the first strategy.

Dyslexia occurs when the student attempts to attain or develop automaticity relative to a second word identification technique using his knowledge of the English Language System. This is the second system the student attempts to learn combine and/or incorporate into his knowledge system relative to word identification. This incorporation is hampered by mutually exclusive tendencies contained in the two separate word identification techniques. My research shows that some basic techniques of configuration identification <u>do not</u> cause dyslexia. These techniques are:

1. Association

2. Expectation

3. Order memorization

4. Location

5. Time

6. Unusual or identifiable parts

This explains that a student may do some **configuration identification** without becoming dyslexic.

My research further shows that dyslexic students can work up through the sounding out operation without showing serious symptoms of dyslexia. It is at the point of the automatic blending operation that the symptoms of dyslexia are most prevalent.

Dyslexia is not explainable within the current framework of word identification theories. Hence, the necessity to develop and prove a more accurate scientific testable theory of word identification.

My research indicates that the present reading establishment that influences more than 90 percent of the teaching of reading in the early grades of the public schools is based on the word identification theories as articulated by Dr. Frank Smith in his book, Understanding Reading. My research also reveals that better than 98 percent of the pre-school reading materials available to parents are influenced by the same word identification theories.

Dr. Frank Smith fails to distinguish between the way we identify numbers and words as compared to people, cats, dogs, trees, and other objects. It is true that we can identify a limited number of words in a controlled vocabulary situation just as we identify people, cats, dogs, trees, and other objects. However, this writer will show scientifically that we identify most words and numbers by learning the basic system. It will be shown that there is no limit to the number of words and numbers that we can identify once we understand the basic system.

WORD IDENTIFICATION THEORY

Hypothesis

There are two mutually exclusive word identification modes. Both word identification modes contain separate identifiable and testable points of automaticity. The limits of the two identification modes can be described and tested. The mutually exclusive characteristics can be identified and tested. The blockage of the two word identification modes is reversible; that is, the first proficiently learned mode will effectively block attempts to learn by the second mode. From this point, the two modes will be named natural, spatial, holistic viewing, and information processing and knowledge of the system viewing and information processing.

NATURAL SPATIAL HOLISTIC VIEWING

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┌─────────────────────────────┐
│   U R G R O S S F A T H E R │
└─────────────────────────────┘
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When I view the word in the rectangle above, I can only view it as a configuration to be named. I do not know the German Language System. If I had knowledge of the German Language System I could sound out the word so any person that understands the spoken German Language System could understand. If I had a proficient knowledge of the German Language System the word would automatically blend and effectively <u>block</u> my viewing of the word as a configuration to be named.

On the next page study the configurations carefully. Name the configurations according to the indicated geometric figures. You are naming the configurations by the law of association. When you feel that you know the configurations turn to the next page and read. If you cannot identify all of the configurations turn back and restudy the configurations by the law of association. Again, turn to the next page and read and reread until you can identify all of the configurations in less than one minute. You will have then reached automaticity relative to the 56 configurations. That is, you will be identifying, the configurations without analysis, and without conscious effort. You will be identifying holistically, the way we identify people, cats, and dogs--but not numbers and words.

Name the configurations according to the indicated geometric
figures. You are naming the configurations by the law of
association. When you feel that you know the configurations,
turn to the next page and read.
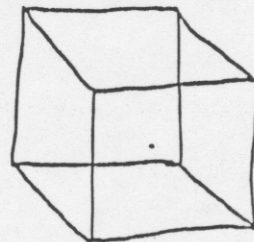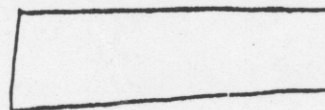
NATURAL SPATIAL HOLISTIC VIEWING
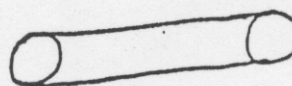
Read the configurations by the name you associated on the previous page. Keep working until you can call off the configurations in less than one minute. YOu will then be identifying, holistically, the way we identify people, cats, and dogs, but not numbers and words.

NATURAL SPATIAL HOLISTIC VIEWING

One more important part of this exercise: put the configurations away for two weeks. When you return you will find that the knowledge of the configurations went into short-term memory. If you wish to maintain your automaticity relative to the configurations you must restudy. I have restudied enough times that I have now placed three of the configurations into long-term memory.

This is not your first learned technique of configuration identification. The configurations that you most often read are also words in the English language. This is quite a separate mode of configuration identification.

> Greatgrandfather

When I view the word in the above rectangle, I view it with benefit of the knowledge that I have of the English Language System. More precisely I view it with benefit of the automatic blending operation that I have relative to the English Language System. It is also important that the knowledge of the system effectively blocks my viewing of the word as a configuration to be named. Now, turn to the next page and disregard your knowledge of the English Language System and again match the configuration with the indicated geometric figures. Yes, you have now learned that if you have a proficient knowledge of the English Language System you cannot deny it when you see configurations that are also words in the English Language System.
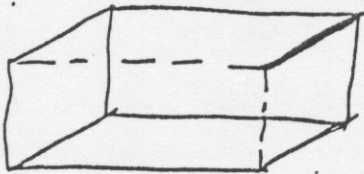
Deny your knowledge of the English language and match the
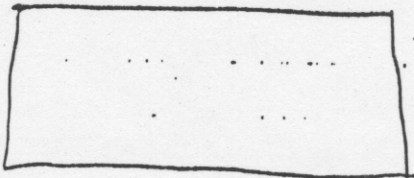configurations with the indicated geometric figures.
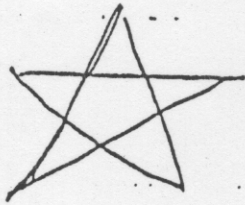
⭐ --- -- statement

△ --- -- ownership

▭ --- property

▭ -- - disposal

▱ -- demonstrates

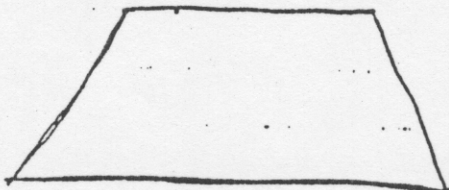⬭ -- -- -- - control

⏢ --- - earned

<u>Both</u> <u>Word</u> <u>Identification</u> <u>Modes</u> <u>Contain</u> <u>Separate,</u> <u>Identifiable</u> <u>and</u> <u>Testable</u> <u>Points</u> <u>of</u> <u>Automaticity</u>

When students are reading by the sounding out operation, almost 100 percent of their conscious effort is consumed by this operation and reading comprehension is near zero. My research indicates that this sounding out operation is seldom, if ever, accomplished at more than 20 words per minute. When students pass the 20 words per minute rate the automatic blending operation takes over. This is the ability that you cannot deny if you have it. If you see a configuration that comprises a word in a language system that you have the knowledge of you cannot deny that knowledge.

If a student does not have automaticity relative to the English Language System he can, in limited vocabulary situations, develop automaticity relative to word configurations. I have students who, very definitely, do not have automaticity relative to the English Language System that can, by word configuration identification, read the book "Green Eggs and Ham" at more than 130 words per minute. To prove that they simply do not have the book memorized, I ask them to call the 94 words on page 46 in reverse order. When they do this, I know they are making individual configuration identifications.

LEARNING A SYSTEM

When things fit together and work well we say there is a "system." For our number system we take the ten basic symbols--0, 1, 2, 3, 4, 5, 6, 7, 8, 9--and combine them according to certain rules and make millions of numbers. We add other symbols--$, ¢, +, x--and define their meaning and use them to make the basic system more valuable to us. To read the system we need to learn the basic symbols, the rules for combining them, and the meaning of special symbols. How well we read and benefit from the system depends almost completely upon our learned knowledge of the system.

The letters a, b, c, d, e, etc., are the basic symbols of our language system and we combine them by a process, an operation, of blending to make thousands of words. We add other symbols--?, -, !-- and use them to make the basic system more valuable to us. To read the system we need to learn the basic symbols, the procedure for blending, and the meaning of the special symbols. How well we read and benefit from the system depends almost completely upon our learned knowledge of the system.

We can learn configurations which may be combined groups of basic symbols by the technique of natural, spatial, holistic viewing and information processing. If the system contains more than 2,000   of these combined symbols this technique will not be of value. The combined basic symbols that we learn will go into short-term memory and can only be placed in long-term memory by continuous repetitious use. The following exercises are designed to show the difficulty and limitations of natural spatial holistic viewing and

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information processing. It is also most important that we recognize the blocking effect that the knowledge of the system has upon natural spatial holistic viewing and information processing.

Notice that the direction of eye movement depends upon knowledge of the system.

Do the following exercises:

A. Study the Roman numerals (A-K) that represent the population of eleven Roman cities. Study the numerals by natural spatial holistic viewing and information processing. That is, read the numerals over and over until you know exactly what they look like. Match each numeral with the letters A-K on the next page.

B. Study the Egyptian numerals (A-K) that represent the population of eleven Egyptian cities. Study the numerals by natural spatial holistic viewing and information processing. That is, read the numerals over and over until you know exactly what they look like. Match each numeral with the letters A-K on the next page.

C. Turn to page 17 to find a chart that will help you develop a knowledge of the Roman and Egyptian number system. Now, with this knowledge, change the Egyptian and Roman numerals to base ten numerals. Now you can learn the relative size of the cities. Are the Roman or Egyptian cities the largest? Notice the comparative knowledge obtained using the different information processing methods. Did you notice a change in the direction of eye movement as you changed modes of viewing?

A. Study the Roman numerals A-K that represent the population of eleven Roman cities. Study the numerals by natural spatial holistic viewing and information processing. That is--read the numerals over and over until you know exactly what they look like. Match each numeral with the letters A-K on the next page.

Roman Cities

population   base ten numbers

A   XIV   = _____

B   XLVI   = _____

C   MIX   = _____

D   CL   = _____

E   DCXVI = _____

F   CDXIV = _____

G   DIX   = _____

H $\overline{\text{MIX}}$ = _____

I $\overline{\text{XIV}}$ = _____

J   CCIX   = _____

K   DVI   = _____

Roman Cities

population   base ten numbers

$\overline{XIV}$ =

CDXIV =

MIX =

XIV =

CL =

DCXVI =

XLVI =

DIX =

$\overline{MIX}$ =

CCIX =
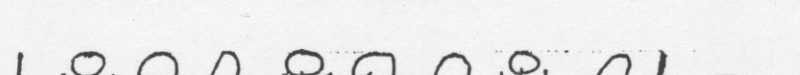
DVI =

B. Study the Egyptian numerals A-K that represent the population
    of eleven Egyptian cities. Study the numerals by natural
    spatial holistic viewing and information processing. That
    is--read the numerals over and over until you know exactly
    what they look like. Match each numeral with the letters A-K
    on the next page.

Egyptian towns

population

base ten number

A ☥ ☥ ☥ ☥ ☥ ⊃⊃ ∩∩∩∩ =

B || ∩ ∩∩ ⊃⊃ ☥ ☥ ☥ ☥ =

C | ∩ ∩∩∩ ☥ ☥ ☥ ⊃⊃ =

D | ∩ ∩∩ ∩ ∩∩∩ ∩ ☥ =

E ∩ ☥ ☥ ☥ ☥ ☥ ∩∩∩| =

F ∩∩∩ ∩⊖∩⊃⊃ ☥☥ ∩ =

G .| ☥ ⊃∩ ∩ ☥ ⊃∩ ☥ ∩| =

H |.☥ ⊃ ⊃ ⊃⊃ ∩∩∩∩ ∩ =

I | ∩∩∩∩ ∩⊖⊖⊖ ☥ =

J | ⊃⊃∩∩☥☥☥∩∩⊃⊃ =

K | ∩ ∩∩∩ ⊖⊖ ⊃ ☥☥☥ =

Egyptian towns

population   base ten numbers

ا٩٩∩∩⅍⅍∩∩٩٩ =

ا⅍٩٩٩٩∩∩∩∩ =

∩∩∩∩⋂٩٩⅍⅍∩ =

ا∩∩∩⅍⅍⅍٩٩⋃⋃ =

⅍⅍⅍⅍٩٩⋃∩∩∩∩∩ =

اا∩∩∩٩⋃٩⅍⅍⅍⅍ =

اا∩∩∩∩∩∩∩⅍ =

∩⅍⅍⅍⅍⅍∩∩∩ا =

ا⅍٩⋂⅍٩∩⅍∩ا =

ا∩∩∩∩∩٩⋃⋃⋃⅍ =

ا∩∩∩∩٩⋃⋃⋃⅍⅍ =
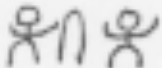
INFORMATION ABOUT THE ROMAN NUMBER SYSTEM

(NOT COMPLETE)

1 = 1	XL = 40	IV = 4
V = 5	LX = 60	IV = 4000
X = 10	LXIV = 64	XII = 12000
C = 100		
D = 500		
M = 1000		

INFORMATION ABOUT THE EGYPTION NUMBER SYSTEM

(NOT COMPLETE)

1 = 1

∩ = 10   ℮ = ৩

𝒪 = 100

𝑥 = 1,000,000

𝑥∩𝑥 = 2,000,010

∩𝑥𝑥 = 2,000,010

The Egyptian number system has no place value.

Does this exercise seem absurd? It is supposed to seem absurd.

It is just as absurd for students to learn words by configuration as it was for you to attempt to learn the Roman and Egyptian numbers by configuration. To learn a system you need to learn the basic symbols and how they go together to make other symbols.

AUTOMATICITY

A young student can understand the concept of multiplication. By making rows of dots and by other means he may be able to find the answer to any of the problems found in the set of basic multiplication facts. When the viewing of the basic multiplication facts and the knowledge of the answers are simultaneous, the student has automaticity relative to the basic multiplication facts.

The concept of automaticity can be explained by considering what happens as a typist gains proficiency. At first, there is a great effort to learn the keyboard--to strike the correct key with the correct finger, etc. The experienced typist gives no thought to which fingers strike which keys on the keyboard. Some typists can type and talk on the telephone simultaneously. Under these conditions there is automaticity in the subconscious mind relative to typing and the speed of typing is limited only by the impulse flow in the brain and body.

Automaticity is achieved relative to natural, spatial, holistic viewing and information processing when there is no conscious evaluation of the parts of the words--holistic viewing is simultaneous by definition. The speed of reading is then limited by the impulse flow in the brain.

Automaticity is achieved relative to knowledge of the system viewing and information processing when there is no conscious effort to sound out the words, but the automatic blending operation occurs without effort.

PLEASE DO NOT USE CALCULATORS OR COMPUTERS. USE ONLY PENCIL
AND A BLANK NOTE PAD. PLACE ONLY YOUR ANSWERS BESIDE THE
PROBLEMS. TIME YOURSELF.

CONSCIOUS EFFORT TEST

A	$25 \times 25 \times 1000 =$
B	$3 \times 1760 \times 1000 =$
C	$209 \times 209 \sim$
D	$87\frac{1}{2}\% \text{ of } 800 =$
E	$85 \times 85 \times 1000 =$
F	$5280 \times 5280 \div 43560 =$
G	$75 \times 75 \times 1000 =$
H	$12 \times 12 \times 10 =$
I	$62\frac{1}{2}\% \times 8000 =$
J	$(12 \times 12 \times 12) \div 1728 =$
K	$3.5 \times 3.5 \times 1000 =$
L	$8\frac{1}{2} \times 8\frac{1}{2} \times 100 =$
m	$10 \times 20 \times 30 =$
n	$37\frac{1}{2}\% \times 8000 =$
o	$2\frac{1}{2} \times 2\frac{1}{2} \times 100 =$
P	$83\frac{1}{3}\% \text{ of } 60 =$
Q	$30 \times 40 \times 50 =$
R	$45 \times 45 \times 100 =$
S	$7 \times 52 \times 1000 =$
T	$6.5 \times 6.5 \times 100 =$
u	$70 \times 70 \times 9 \sim$
V	$11 \times 11 \times 10 =$
w	$16\frac{2}{3}\% \text{ of } 2400 =$
X	$7\frac{1}{2} \times 7\frac{1}{2} \times 10 =$
y	$5280 \div 3 =$
Z	$12 \times 12 \times 12 =$

CHECK YOUR ANSWERS BELOW

A former seventh grade math student did the problems in five
minutes. This was his time to carefully record the answers.
Substract five minutes from your time and you will have your
conscious effort time. Your mistakes indicate you're less
than perfect knowledge of seventh grade mathematics.

A $\quad 25 \times 25 \times 1000 = 625,000$

B $\quad 3 \times 1760 \times 1000 = 5,280,000$

C $\quad 209 \times 209 \approx = 43560$

D $\quad 87\frac{1}{2}\% \text{ of } 800 = 700$

E $\quad 85 \times 85 \times 1000 = 7,225,000$

F $\quad 5280 \times 5280 \div 43560 = 640$

G $\quad 75 \times 75 \times 1000 = 5,625,000$

H $\quad 12 \times 12 \times 10 = 1440$

I $\quad 62\frac{1}{2}\% \times 8000 = 5000$

J $\quad (12 \times 12 \times 12) \div 1728 = 1$

K $\quad 3.5 \times 3.5 \times 1000 = 1,225,000$

L $\quad 8\frac{1}{2} \times 8\frac{1}{2} \times 100 = 7225$

M $\quad 10 \times 20 \times 30 = 6000$

N $\quad 37\frac{1}{2}\% \times 8000 = 3000$

O $\quad 2\frac{1}{2} \times 2\frac{1}{2} \times 100 = 625$

P $\quad 83\frac{1}{3}\% \text{ of } 60 = 50$

Q $\quad 30 \times 40 \times 50 = 60,000$

R $\quad 45 \times 45 \times 100 = 202,500$

S $\quad 7 \times 52 \times 1000 = 364,000$

T $\quad 6.5 \times 6.5 \times 100 = 4225$

U $\quad 70 \times 70 \times 9 \approx = 43560$

V $\quad 11 \times 11 \times 10 = 1210$

W $\quad 16\frac{2}{3}\% \text{ of } 2400 = 400$

X $\quad 7\frac{1}{2} \times 7\frac{1}{2} \times 10 = 562.5$

Y $\quad 5280 \div 3 = 1760$

Z $\quad 12 \times 12 \times 12 = 1728$

A COMPARISON OF THE KNOWLEDGE OF THE SYSTEM AND CONFIGURATION

IDENTIFICATION MODES AS USED BY BEGINNING READERS

Knowledge of the English
Language System Mode

1. A definite starting place, the left side of the word.

2. A definite directional procedure of viewing, from left to right.

3. Analytic: Figuring things out step-by-step and part-by-part.

4. Phonic skills required in the language of the printed materials.

5. Phonic viewing is a learned mode of viewing different from nature's natural way of viewing.

Word Configuration
Identification Mode

1. No starting place.

2. Seeing is in total, no definite direction or order.

3. Child sees whole things at once, perceiving the over- all patterns & structures.

   Synthetic: putting things together to form wholes.

   Spatial: seeing where things are in relation to other things, and how parts go together to form a whole.

4. No phonetic skills re- quired. In fact, if the student has phonic skills in the language of the printed materials this will block holistic viewing and information processing.

5. Holistic viewing is nature's natural way of viewing applied to words.

These characteristics, when matched one through five, respectively, generate five mutually exclusive mind tendencies and create in the mind the seemingly impossible conflict known as dyslexia.

These are the characteristics that establishes the two distinctly separate methods, the two distinctly separate techniques, the two distinctly separate ways of looking at words.

NORMAN FAMILY TEST

On November 15, 1988, a test was devised to quantify many of the observations that had been made relative to the basic concepts of the dyslexia theory. Permission was obtained from Mr. Erwin Norman to test the five children of the Norman Family.

Deidire and Cameron, the two oldest siblings in the Norman Family both read at more than three times the point of automaticity for the knowledge of the system viewing and information processing mode and this was in a non-controlled vocabulary situation. The two boys will not have their education limited by an inability to do basic reading.

The above is not the case for Travis, age eleven (11) and Jason age seven (7). In a controlled vocabulary situation and by Natrual Spatial Holistic Viewing and Information Processing, Travis and Jason can read at 133 words per minute which is more than twice the point of automaticity for this type of reading. In a non-controlled vocabulary in a first grade phonetic word list, Jason had a word identification rate of 12 words per minute with a 22 percent mistake rate and 10 percent of the words called so as to indicate double vision. In the same situation Travis has a word identification rate of 9 and 7/10th words per minute with a 30 percent mistake rate and 9 percent of the words called so as to indicate double vision. Both Jason and Travis exhibit extreme symptoms of dyslexia when they attempt to read from the daily newspaper. They do not have automaticity relative to reading with the knowledge of the English

Language System information processing mode. The reading future of Jason and Travis is in great jeopardy.

Nickayla Norman is six (6) years old. In a controlled vocabulary situation and by Natural Spatial Holistic Viewing and Information Processing Nickayla can read at 42 words per minute. The concious effort requirement indicated that this was below the point of autamaticity. Nickayla could attempt words from the phonetic word list at only 5 words per minute. On first effort Nickayla failed to call or misscalled 57 percent of the words. Sixteen percent of the words were called so as to indicate double vision. At present Nickayla has not reached the point of autamaticity for either reading system. Nickayla reading further will depend largely upon which point of automaticity she reaches first.

The Norman Family Test has implications relative to dyslexia as an inherted disease. The statistical possibility of the Norman children having inherted their reading problems in this pattern would approach zero. Based on knowledge of the availability of teaching materials, and the mother's time permits me to better perdict the causal agent.

The Norman Family Test has given great evidence relative to the basic concepts of this theory. Mr. and Mrs. Norman agreed to the testing of their children and have agreed to retesting if needed to help find the cause of dyslexia.

THE CHANGE OVER FROM CONFIGURATION IDENTIFICATION
TO KNOWLEDGE OF THE SYSTEM WORD IDENTIFICATION
Hypothesis

Any student that can read articles from the daily newspaper at 80 or more words per minute has a proficient knowledge of the English Language System for the basis of their reading ability.

Development of Knowledge Relative to the English Language System

It is a proven fact that students can develop a proficient knowledge of the English Language System by studying through the 72 lessons of the phonetic word list as presented on pages 135 to 222 in the back of the Classic Book on Phonics, First Instruction endorsed by Readers Digest. With a tutor this can be accomplished in six weeks. In a classroom situation the lessons should be spread over a period of one school year. The students can be pre-tested and any student that is found to have a proficient knowledge of configuration identification will have extreme difficulty in the above described program. These students have minds that are committed to a mutually exclusive word identification technique.

Test to Prove that Proficient Readers Have The
Knowledge of the English Language System

Any students that can read articles from the daily newspaper at 80 or more words per minute can read through the 72 lessons of the phonetic word list as presented on pages 135 to 222 in the back of the Classic Book on Phonics, First Instructions endorsed by Readers Digest in two hours. These two hours spent in this phonetic word list may increase the students knowledge of the English

Language System, but it is proof positive that the student had a proficient knowledge of the written English Language System before he started the two hour test.

How did the students develop the proficient knowledge of the English Language System? Research reported relative to the word identification theory states that six or more of the basic techniques used in configration identification do not cause dyslexia.

Rapid holistic viewing requires inherted spatioperceptual abilities as reported from Dr. Roger Sperry's Brain Research. A child's best guard against dyslexia is to have inherted a low spatioperceptual viewing ability. The second best guard against dyslexia is to have a parent that teaches phonetic skills before the child develops a proficiency in configration identification. Phonetic skills are an effective block to proficient configuration identification.

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