

The Blumenfeld Education Letter

"My people are destroyed for lack of knowledge." HOSEA 4:6

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The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce these risks.

"Without vision, the people perish."

Further Investigation Into School-Induced Dyslexia Provides Irrefutable Proof of Dumbing Down

In March 1992 we reported on Edward Miller's theory on the artificial inducement of dyslexia. Miller discovered that when preschoolers memorize as sight words the entire texts of such popular books as Dr. Seuss's *The Cat in the Hat* and *Green Eggs and Ham*, they develop a block against seeing the words phonetically and thus become "dyslexic." They become sight readers with a holistic reflex rather than phonetic readers with a phonetic reflex.

A sight reader looks at words holistically as ideographs and tries to recall what a word means on the basis of its total shape or its place in context. Thus, sight readers are greatly handicapped when confronting unknown multisyllabic words which must be sounded out in order to be decoded correctly. Miller explained that when a sight reader develops a reading speed of 30 or more words per minute, a holistic reflex is acquired which then overrides any fragmentary phonetic knowledge the reader may acquire later on. Thus, while many sight readers have a good deal of phonetic knowledge stored in their brains, that knowledge is not automatically available. It is only avail-

able when consciously brought forward.

Miller, himself a dyslexic, started on his interesting trail of investigation in 1987 when he read what I had written about the Pavlov-Luria experiments in the Soviet Union on the artificial induction of behavioral disorganization. I had speculated that the same principles were at work in the creation of dyslexia among perfectly normal children in our schools. The basic principle is that you can artificially create cognitive disorganization by subjecting the student to two conflicting stimuli at the same time.

And that's what was being done in our schools by imposing an ideographic or holistic teaching technique on a phonetic-alphabetic writing system. The letters in our written words represent units of sound which, when blended, produce the spoken word the printed or written word represents. But when you teach children to look at these words holistically as units of meaning like Chinese ideographs, you create symbolic confusion, cognitive conflict, frustration, and a learning breakdown commonly referred to as dyslexia, reading disability or learning disability. Also, I strongly suspect that at-

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