

Fragments from School-Induced Dylexia The Limits of Evolution

William H. Johnson uses ten 2-letter words to explain his secret of success:

“If it is to be, it is up to me.”

There are 100 words on the short version: 50 holistic, 50 phonetic.

There are 420 words on the long version: 210 holistic, 210 phonetic.

Although scientists use the theory of evolution to explain many natural phenomena, they cannot explain the gap that exists between the highest jungle primate swinging in the trees and the human being attending an opera at La Scala, having flown in a jumbo jet from New York to Milan in about seven hours.

There is no missing link or series of missing links to explain that gap for one simple reason: man is the product of special creation. He was made in the image of God, with the gift of language that distinguishes him from every other species on earth. And this special gift exists in the human brain, which scientists are only beginning to study with any objectivity.

This gift can be seen in the brains of human infants born with a powerful ability to listen to speech and learn language. No theory of evolution can explain the origin of this miraculous faculty.

As Noam Chomsky, the linguist and left-wing radical, has written in *Language and Mind*:

There seems to be no substance to the view that human language is simply a more complex instance of something to be found in the animal world. This poses a problem for the biologist, since, if true, it is an example of true “emergence”--the appearance of qualitatively different phenomenon at a specific stage of complexity of organization.

In fact, the processes by which the human mind achieved its present stage of complexity and its particular form of innate organization are a total mystery.

Chomsky, an evolutionist and atheist, is capable of admitting that the emergence of language in human beings is a mystery. Evolutionists are understandably puzzled by what they cannot explain. So they argue that if this great Higher Power--or God-- exists, why doesn't he manifest himself or herself in ways that confirm his or her existence?

The irony is that God has indeed revealed Himself to the human race through a book called the Bible, in which the story of creation is told in very bold but simple terms explaining why He created us and how we should enjoy the gifts He has bestowed on us.

We are the creations of a very generous God who gave us the gift of life so that we could enjoy its pleasures and opportunities to grow in grace and gratitude. But for reasons of intellectual pride and insolent disbelief, most scientists reject the Bible as myth and fiction and prefer to try to explain everything through a very faulty, simplistic, and unprovable theory called evolution.

And even when the limitations of the theory of evolution are pointed out by creationists, the evolutionists persist in trying to explain a world without God or creation. The result is bad science. For example, because they can't explain the gap between the ape and us, they have decided that the gap does not exist. We are apes, they say. It is interesting that a secular scientist would prefer to believe this absurdity than that God created us for His own purposes.

Indeed, according to Wikipedia, this absurdity has already led to the idea that due to the close genetic relationship between humans and other great apes, certain animal rights organizations, such as the Great Ape Project, argue that non-human great apes are persons and should be given basic human rights. Obviously, lunatic ideas can lead to lunatic policies.

Science is supposed to be the careful, objective observation and examination of all natural phenomena. It appears to be useful when it adheres to objective reality. But when scientists insist on imposing their idea of a Godless universe on our body of knowledge, they corrupt it with assertions that make no sense. We are not apes. The human brain is indeed a product of special creation, otherwise, it cannot be understood.

The sight-word fiasco seems to have no end, it is as deep as the Abyss itself.

Today the mother of one of my second-grade public tutoring students came for his weekly Alpha-Phonics' lesson. His mother told me his teacher gave them a copy of the Dolch List and told her that he is to learn to read each page (a column, I don't know how many) in 20 seconds! The instructions are specific that **she is NOT to teach him to sound out the words** because, according to his teacher, the real benefit of the Dolch List is not realized until he can say them **instantly without any phonetic analysis**. The grandmother usually brings him so this is the first time I have met his mother. She told me that his so called decodable texts have lots of pictures on every page. She noticed that he looks at the pictures before reading the page and tries to guess the words from their shape and the context. Fortunately he is already studying the long a lessons with me. He came to me unable to read anything. On the MWIA Level 1, he had severe whole-word dyslexia. I have to undo what his teachers have done to him. I can do that with Alpha-Phonics, but why on earth should I have to be correcting a mess that his teachers have created? The mother told me that she is not doing the Dolch List words with him, in **defiance** of his teacher - and **defense** of her precious son. I told the mother that my classroom is open to all the public school teachers. I want them to come to see how they should be teaching kids to read with phonics. They don't even have to believe me. All I want them to do is sit there and watch the miracle of Blumenfeld's Alpha-Phonics. I hope

his teacher comes so I can talk to her about sight-words, the thalidomide of modern education

A report from the Massachusetts-based Schott Foundation paints a bleak picture of how young black men fare in school: fewer than half graduate from high school. And in some states, like New York, the graduation rate is as low as one in four. The foundation's John Jackson and David Sciarra of the Education Law Center discuss what's needed to improve educational attainment among African American children.

Yes We Can: The 2010 Schott 50 State Report on Black Males in Public Education reveals that the overall 2007/8 graduation rate for Black males in the U.S. was only 47