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DIANE LESLIE. RUSSELL

University of Windsor

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LA THÈSE A ÉTÉ MICROFILMÉE TELLE QUE NOUS L'AVONS RÉCEUE
KIERKEGAARD ON THE NATURE OF WOMAN

by

Sheila Marie Drummond

A Thesis
Submitted to the Faculty of Graduate Studies
through the Department of
Religious Studies in Partial Fulfillment
of the requirements for the Degree
of Master of Arts at
The University of Windsor

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ABSTRACT

KIERKEGAARD ON THE NATURE OF WOMAN

by

Sheila Marie Drummond

This thesis surveys and analyses Kierkegaard's pseudonymous and signed assertions about woman and women. As Kierkegaard recognized and wrote about three stages or spheres of existence (namely, the aesthetic, the ethical, and the religious), so this thesis is divided into three parts. Chapter One examines those assertions about woman and women that are made by pseudonymous representatives of the aesthetic sphere of existence. Chapter Two examines statements about woman and women that are made by pseudonyms describing the ethical sphere of existence. Chapter Three examines assertions about woman and women that are found in Kierkegaard's pseudonymous and signed religious works. Statements that appear in signed, but not necessarily religious, works are also examined.

Two questions are asked and answered in this thesis. (1) According to Kierkegaard, how does a man residing in each of the three spheres of existence perceive women and conceive of the nature of woman? (2) According to Kierkegaard, how does a man residing in each of the three spheres of existence typically relate to a woman or women?

The following constitute some of the results of our investigation. According to Kierkegaard and most of his pseudonyms, woman is characterized by devotion and humility while man is characterized by pride and self-sufficiency. Man is further characterized by reflectiveness while woman possesses an "instinctive sagacity" or intuition. Because of man's nature, he must move from the aesthetic through the ethical if he is to
reach the religious and the Christian. Woman, by contrast, "leaps" directly from the aesthetic to the religious. But there is some doubt as to whether Kierkegaard thinks she can be truly Christian. Despite the fact that he and his pseudonyms describe woman as more naturally religious than man, Kierkegaard first implies and later asserts that "the essentially Christian task requires a man."
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This thesis could not have been completed without the efforts and encouragement of a number of people. To those who served on my thesis committee I am especially indebted.

Dr. Dietmar Lage was my first reader and the recipient of many rough drafts. This thesis would have remained at an early stage of development had his questions and comments not forced me to 'go further'. For those much-needed suggestions and for all his help and encouragement, I am grateful.

Dr. J. Norman King agreed to serve as second reader on the thesis committee and showed a personal interest and willingness to help throughout. For his efforts on my behalf I am grateful.

Dr. Harry A. Nielsen of the Department of Philosophy served as the outside reader on the committee. His profound knowledge of Kierkegaard and his personal interest in the subject of this thesis enabled me to approach him with confidence. For his warm words of encouragement and his helpful suggestions along the way, I am grateful.

I am indebted to numerous other individuals for their help and support. Dr. Timothy L.L. Suttor wisely suggested the topic of this thesis. His influence upon me intellectually and spiritually can scarcely be described.

I am indebted to two women for their services as translators. Mrs. Birte Bird brought her expertise to bear on a little-known article by Kierkegaard entitled "Another Defense of the Exceptional Talents of Women". This article does not appear elsewhere in English. Mrs. Elsie Flaming used her knowledge of the German language to unravel one of the few articles written on Kierkegaard and women. For their efforts I am
grateful.

It was a great relief to learn that Mrs. Mary-Lou Byng would be typing this thesis. I had absolute confidence in her, and appreciated her friendliness and encouragement.

Finally, I would like to thank my husband, Don Flaming. I probably would not have embarked upon this intellectual journey had it not been for his constant love and support. To him I dedicate this work.
INTRODUCTION

Kierkegaard scholar Gregor Malantschuk has noted that "approximately a third of Kierkegaard's authorship deals in some form or another with the relation between man and woman." It is therefore surprising that very little research has been done in this area by Kierkegaard scholars. This thesis will focus upon Kierkegaard's assertions about the relation between the sexes, but also (or more especially) upon his assertions about women and the nature of woman.

Kierkegaard (hereafter referred to as S.K.) did not approach the subject of the nature of the sexes in any systematic way. (He does not have a consistent, systematic 'theory' of the sexes.) Nevertheless, we can approach a study of S.K.'s assertions about woman systematically. This we can do by making use of his 'theory' of the three stages or spheres of existence.

Based upon his own experience and his observations of human nature, S.K. concluded that people typically orient their lives in one of three ways. Persons inhabiting the aesthetic sphere of existence are primarily concerned about and motivated by the quest for personal pleasure. Kierkegaard was convinced that most people are basically 'aesthetic' in the sense described above, despite protestations to the contrary. In his works describing the aesthetic sphere of existence, S.K. makes use of pseudonyms and fictional characters who themselves are 'aesthetic'. In this way, he shows us what the aesthetic life looks like so that we can recognize ourselves as aesthetes.

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S.K. asserted that the aesthetic life ultimately leads to despair. The pleasure we seek is short-lived and ultimately unfulfilling. The point of despair is valuable, however, as it can prompt us to change our fundamental orientation from that of the pursuit of pleasure to... something 'higher'. James Collins notes that the transition from one sphere to another is made "only by a "leap" or free decision on the part of the individual."²

The second sphere of existence that S.K. describes is that of the ethical. The ethical person is primarily motivated by a desire to do his or her duty. He or she has discovered that there is freedom when one chooses to bring one's life into conformity with universal norms and expectations. But noble as the ethicist's aims are, she or he will inevitably experience despair in the face of failure to live up to the ideal. When this happens, a "leap" to the religious (S.K.'s third and highest sphere of existence) is possible and necessary.

It is the point of view of this author that we can approach the study of S.K.'s assertions about woman by making use of his 'theory' of the three stages of existence. Chapter One of this thesis will examine those assertions about woman and women that are made by representatives of the aesthetic mode of existence. Chapter Two will examine those statements about woman that are made by representatives of the ethical. Finally, Chapter Three will consider the religious man's conception of woman, as revealed in S.K.'s pseudonymous and signed religious works. We will also be reviewing S.K.'s assertions about woman that appear in signed, but not necessarily religious, works.

It is important to realize that the pseudonyms' assertions about woman and women do not necessarily represent the point of view of S.K. For example, Judge William's statements about woman reveal the perspective of the ethical man but they do not necessarily reflect the personal opinions of S.K. We will regard a pseudonymous assertion about woman as indicative of S.K.'s point of view if (1) it is repeated consistently in works representing all three spheres of existence, or (2) if it is echoed in his Journals and Papers.

We will be asking two questions of S.K. in this thesis. Firstly, how does a male residing in each of the three spheres of existence perceive females and conceive of the nature of woman? Secondly, how does a man residing in the aesthetic, ethical, and religious spheres typically relate to a woman or women? We will also be examining S.K.'s signed (but not necessarily religious) works for evidence of his conception of woman.
CHAPTER ONE

In S.K.'s three works depicting the aesthetic mode of existence (they are Either/Or, volume I; Repetition, and 'In Vino Veritas' in Stages on Life's Way), S.K. makes use of a number of pseudonymous writers, speakers, and fictional characters. James Collins notes that "most of (S.K.'s) views on aestheticism are presented through the agency of characters in the aesthetic writings who themselves represent this way of life."¹ In viewing the various pseudonyms and characters that populate S.K.'s "aesthetic" works, we come to recognize the aesthetic mode of existence and ourselves as aesthetes. S.K. refers to this type of communication with his reader as "indirect communication". He does not tell readers what they are like or pontificate about the likely consequences of their way of life, but 'paints a picture' of the aesthetic life, for example, and lets readers identify themselves in it. The motto at the beginning of Stages on Life's Way expresses this admirably: "Such works are mirrors: when a monkey peers into them, no Apostle can be seen looking out."²

In Either/Or I, S.K. makes use of three male figures in his attempt to represent the aesthetic way of life. An examination of these figures will be included in this thesis, not only so that we might understand S.K.'s conception of the aesthetic mode of existence better, but for the primary purpose of understanding the aesthetic conception of women and woman. In order to understand what the aesthetes are saying about women and woman and why they are making these statements, we need to understand the source of the statements, namely, the aesthetes. In this chapter we will also be considering how and why the various aesthetes relate to women as they do. Again,
an understanding of the aesthetes themselves is necessary for this.

In *Either/Or I*, Don Juan, Faust and the Seducer are important male figures. They represent or embody aspects of the aesthetic life. The discussion of Don Juan contained in *Either/Or I* also includes a discussion of the "ethically determined seducer". This seducer is not to be confused with the character of Johannes the Seducer (or the Seducer) who appears later in the book. By an ethically determined seducer, the pseudonymous author of *Either/Or I* means an individual who is a seducer. Johannes the Seducer is such an individual, but through the discussion of the ethically determined seducer, the seducer is discussed generally. We will begin our discussion of the male figures of *Either/Or I* with a consideration of the aesthetic figures of Don Juan and the ethically determined seducer.

**Don Juan and the Ethically Determined Seducer**

The author of *Either/Or I* (a pseudonym identified by S.K. as 'A') explains the origin and nature of the figure of Don Juan. Don Juan was a Medieval creation, a response to or a consequence of a Christian interpretation of human life.

The conflict between flesh and spirit which Christianity brought into the world, the Middle Ages had to regard as a subject for its consideration, and to that end, they made the contending forces individually the subject of reflection. Don Juan is, then, if I dare say so, flesh incarnate, or the inspiration of the flesh by the spirit of the flesh.

The novelty of this point of view can be seen when it is contrasted with the Greek view. In the latter, love was "essentially faithful" because "the psychical" was "always in harmony with the sensuous".
By contrast, Don Juan's love is purely sensuous and therefore faithless. "It loves and seduces not one but all."4

'A' explains that Don Juan does not represent a particular individual in whom sensuousness resides but represents sensuousness itself. He is the personification of sensuousness. As such he is immediate (unreflective), a nonconscious power or force. 'A' contends that Don Juan is absolutely musical as "immediate action finds its expression in music."5 He cannot be described adequately with words precisely because he is so immediate and unreflective. Only music can indicate something of his true nature and power. Finally, it should be noted that because Don Juan is an elemental force or passion (he is not an individual with a conscience, capable of reflection), we cannot judge him under ethical categories. They simply do not apply to him.

According to the legend, Don Juan seduces 1,003 women "in Spain alone". (It will be recalled that his love is purely sensuous and therefore faithless.) According to 'A', Don Juan might have defended his behavior with the following explanation: "I am no husband who requires an unusual girl to make me happy; every girl has that which makes me happy, and therefore I take them all."6 'A' explains elsewhere that "the object of [Don Juan's] desire is the sensuous, and that alone."7 For this reason, "it is not the uncommon that Don Juan desires, but the common, and this [Zerlina, one of the seduced in Mozart's opera, Don Juan] has in common with every woman."8

The pseudonymous author of Either/Or I is describing in rather poetic terms the phenomenon of the 'sex object'. Psychoical love is for the individual whereas "(s)ensuous love...can lump everything
together. The essential for it is woman in the abstract..." Don Juan is attracted to all women, the "common" no less than the "uncommon". Indeed, what is uncommon in a woman (her particularities) Don Juan is not interested in. It is what she has in common with all other women (namely, her sexuality, her womanhood) that Don Juan desires and is attracted to.

To summarize some of the above points, the author is discussing sensuousness in and through the figure of Don Juan. This elemental force of nature does not fall under ethical categories simply because it is a force of nature and therefore immediate, nonconscious and amoral. Indeed, the author speaks of Don Juan positively rather than negatively (or admiringly rather than disapprovingly.) We have a sense of the vibrant, exuberant, irresistible nature of the force that is Don Juan.

One might ask how it is that Don Juan is able to seduce 1,003 women. 'A' explains that Don Juan does not rely upon strategies and eloquence to achieve his goal. Rather, it is desire, the energy of sensuous desire [by which Don Juan seduces]. He desires in every woman the whole of womanhood, and therein lies the sensuously idealizing power with which he at once embellishes and overcomes his prey. The reaction to this gigantic passion beautifies and develops the one desired, who flushes in enhanced beauty by its reflection. As the enthusiast's fire with seductive splendour illumines even those who stand in a casual relation to him, so Don Juan transfigures in a far deeper sense every girl's since his relation to her is an essential one.10

Don Juan is said to relate to each girl essentially. Since he relates to women sexually and only sexually, we may conclude that for the author, a woman is essentially a sexual being. To relate to her
sexually is to relate to her essentially. Because Don Juan relates to her essentially, she is "transfigured" by this relation.

The transforming effect upon women of an encounter with Don Juan is described in yet another passage. The author describes a scene he once claims to have seen. A group of girls ("who were all in the dangerous age of being neither grown-up nor children") were playing at jumping over a ditch and were being helped, to the delight of all concerned, by a young man. If the author imagines the young man to be Don Juan, he concludes that the effects of this game would be rather more serious. "The young girls fling themselves into his arms, swiftly he catches them, and as swiftly sets them down on the other side of the ditch of life." Don Juan is not effected by even a single encounter with one of the 1,003 but all of the seduced are transformed by their encounter with him because he relates to them "essentially."

The figure of the Seducer is foreshadowed in the discussion of Don Juan and the ethically determined seducer. It may be assumed that the figures of Don Juan and the Seducer are one and the same, but the author assures us that they are not. There are important differences and these are discussed at some length.

To begin, Don Juan does not represent a particular individual but "is interpreted ideally, as force, as passion." He is not to be understood as a person who is both sensuous and spiritual, reflective and capable of being subjected to ethical categories. He is simply sensuousness itself. The seducers that we generally refer to are in fact individuals and as such are spiritual as well as sensuous, reflective and moral beings.
It was stated above that Don Juan's desire seduces, that it is the sheer power of the force that is Don Juan that overwhelms and seduces the "girls". The "ethically determined seducer"*, by contrast, is not able to overcome the objects of his desire in this way but must rely upon reflection and eloquence to achieve his goal. "The power of such a seducer is speech, i.e., the lie."13 The author notes that because the seducer does not lack consciousness and is reflective (in other words, is a person), we can and do subject him to ethical categories (judge him ethically).

"A" is at pains to convince us that Don Juan is "absolutely musical". Only music can convey to us something of the nature and reality of Don Juan. 'The music represents Don Juan as power rather than as an individual.'14 And again, "passion, unreflective and substantial, finds its expression in opera."15 By contrast, "The cunning of an ethically determined seducer I can clearly set forth in words, and music will try in vain to solve this problem."16 The seducer is dependent upon words to secure his prey, and his seduction can be described most accurately with words.

It is said of Don Juan that "the object of his desire is the sensuous, and that alone." This is not true of other seducers. They desire "something more than the merely sensuous."17 Specifically, 

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*The author ("A") uses this phrase to refer to the individual who is a seducer. This individual can be and is distinguished from Don Juan, who is not an individual. Unlike Don Juan, the "ethically determined seducer" can be subjected to ethical categories, that is, judged ethically. The character of the Seducer is an incarnation of the ethically determined seducer.
"the reflective Don Juan enjoys the deception, enjoys the cunning. The immediate enjoyment is over, and a greater enjoyment is found in contemplating the enjoyment." 18

It was stated above that 'A' does not subject Don Juan to ethical categories. He argues that we cannot judge Don Juan ethically and he does not do so. He does, however, describe Don Juan in positive terms. He is powerful, energetic, unreflective, musical, pure and unadulterated sensuousness, life itself. We have a sense of the force that is Don Juan. We also have an impression that the author rather likes and approves of this force. Don Juan appears to us as innocent and child-like in his straightforwardness and simplicity.

The ethically determined seducer is an entirely different character. In a foreshadowing of the events described in 'The Diary of the Seducer', 'A' writes:

To deceive a young girl by a promise of marriage is indeed poor art, and because one is low enough to do this, it by no means follows that he is worthy of being called a Don Juan. 19

In the above statement, 'A' has subjected the seducer to ethical categories already; he has judged him ethically. If we are to draw any conclusions from the author's attitude toward Don Juan and the seducer (so often one and the same figure in the popular mind), it is that the author does not at all disapprove of or reject sensuousness or 'life itself'. He describes Don Juan factually but also approvingly and appreciatively. What is it that 'A' rejects in the figure of the seducer? Obviously, it is the element of cunning and deceit that the seducer enjoys even more than the satisfaction of desire. 'A' is ready to speak approvingly of Don Juan but he is not ready to speak so of
the seducer. Indeed, he is anxious to make the distinction between the two clear, to put an end to the common misconception that the ethically determined seducer and Don Juan are one and the same figure. To those who would regard Don Juan as an ethically determined seducer, 'A' writes:

To tell a young peasant girl that she is pretty, that she has sparkling eyes, to beg her to turn round in order to observe her form, does not exhibit Don Juan as someone exceptional but simply as a lewd fellow who looks over a girl as a dealer does a horse. 20

There is something magnificent about Don Juan, and nothing at all "magnificent" about the "lewd fellow" in the description above.

Finally, 'A' argues that we regard Don Juan and the seducer differently by virtue of the fact that the former is an impersonal force and the latter, an individual. The ethically determined seducer falls within the category of the interesting, as Don Juan does not. As soon as we interpret Don Juan as an individual rather than as a force, he is surrounded by obstacles and conflicts. He encounters resistance in the one he would seduce (she is not immediately overwhelmed by the desire that is Don Juan) and so he must counter this resistance by means of careful observation, reflection, and deception. The seducer also encounters obstacles to his success in the environment and must contend with circumstances, other people's resistance, and custom and tradition. The whole seduction process becomes a game that requires intelligence, calculation, and callousness to win. The ethically determined seducer finds the whole process of seduction 'interesting' and 'exciting'. We too, upon hearing of the seduction, wonder how it took place. To quote 'A', "The immediate Don Juan must seduce 1,003;
the reflective need only seduce one, and what interests us is how he
did it." 21 The seducer is caught up in the interesting, and so are we upon hearing of him.

Summary

In and through the figure of Don Juan, S.K. tells us that sensuousness is an important component of the aesthetic mode of existence. Far from condemning sensuousness itself, "A" describes Don Juan (the personification of sensuousness) in positive terms. We have a sense of the exuberance and the force that surround Don Juan like an aura. The author speaks approvingly, even with respect, of 'sensuousness itself'.

S.K. shows us where sensuousness 'goes wrong' in the figure of the ethically determined seducer. The problem is not sensuousness per se but the role that sensuousness plays in the life of the person who is its devotee. In such a person, moral or religious principles "which might regulate and discipline sensuous desire" 22 are, for one reason or another, absent. The result is described by James Collins:

When passion is admitted only at the sensuous level, and apart from the moral will, it inevitably turns into selfish and abstract lust. The individual loses power over himself and is made prisoner of the search for the pleasurable moment, a moment which can never be realized to complete satisfaction. 23

S.K. has made use of the figure of Don Juan so that we might recognize that sensuousness is a component (perhaps the component) of the aesthetic life. The solution to the 'problem' of sensuousness is not to be found in doing away with or repressing this elemental force of nature but in integrating it with "higher principles". Judge William
(S.K.'s pseudonymous representative of the ethical sphere of existence) shows us how this is done in Chapter Two.

Faust

The figures of Don Juan and the Seducer (prefigured in the "ethically determined" or reflective seducer) are important male figures in Either/Or I. A third male figure in that volume is that of Faust. Faust, like Don Juan, was also a Medieval creation and the subject of many literary and musical works. According to the legend, he sold his soul to the devil in exchange for knowledge and power. He is characterized by spiritual dissatisfaction and doubt.²⁴

In Either/Or I, a discussion of Faust and Margaret (his unfortunate lover) follows discussions of Marie Beaumarchais and Clavigo (of Goethe's Clavigo) and Elvira and Don Juan. Margaret, Marie Beaumarchais and Elvira have this in common: they have all been deceived by their lovers. Thus it is obvious that S.K. made use of the three couples mentioned above to discuss his apparent deception of Regina Olsen with her. Many of S.K.'s works were, among other things, public letters to Regina but were disguised in such a way that only she would know it.

S.K. has included the figures of Don Juan, the Seducer, and Faust in one of his books depicting the aesthetic mode of existence. How is Faust a representative of the aesthetic mode of existence, and what is the relationship between him and the other male figures just mentioned? To begin, we are told that Don Juan seduced 1,003 women in Spain alone, whereas both Faust and the Seducer seduced only one woman. We have also been told that Don Juan is not to be regarded as an individual but is to be interpreted "ideally, as force, as passion".
As such he cannot be brought under ethical categories. The Seducer and Faust are both individuals and therefore can be judged ethically. We are told that there is a definite relationship between the figures of Don Juan and Faust.

Faust is indeed a reproduction of Don Juan; but precisely because he is a reproduction, it makes him, even at that stage of his life in which one might call him a Don Juan, essentially different from the other; for to reproduce another stage does not mean merely to become this stage, but to become it with all of the elements of the preceding stage within one's self. Even if he desires the same thing as a Don Juan, he still desires it in a different manner.25

The above passage tells us that Faust desires "the same thing" as a Don Juan even if he desires it "in a different manner". We will recall that what Don Juan desires "is the sensuous, and that alone". So then Faust desires the sensuous but not exactly as Don Juan desires it. Faust's desire contains within it "all of the elements of the preceding stage within (him)self." In other words, Faust's desire for the sensuous is particular to him and reflects his personality and background. The likeness between Faust and Don Juan consists in the fact that both desire what the author refers to as "immediacy". The difference is that Don Juan desires physical immediacy, whereas Faust desires emotional and spiritual immediacy. "What he (Faust) seeks is not merely the pleasure of the sensuous, but what he desires is the immediacy of the spirit."26

In a biographical sketch of Faust (or perhaps more accurately, an autobiographical sketch of S.K.), the author explains how and why the desire for "the immediacy of the spirit" comes about in a man like Faust.
The sensuous first becomes significant for him only after he has lost an entire preceding world, but the consciousness of this loss is not erased, it is constantly present, and he seeks therefore in the sensuous not so much enjoyment as diversion of mind... he reaches after love, not because he believes in it, but because it has a present element in which there is rest for a moment... 27

Don Juan desires physical immediacy but Faust desires the immediacy of the spirit, not so much for the enjoyment to be found there but for "diversion" and "rest" from his doubt. The doubting Faust is like one who is sick or dead. He turns for relief to one who seems to possess life abundantly.

His sick soul needs what I might call a young heart's first green shoots; and with what else shall I compare an innocent feminine soul's first youth? 28

As the shades of the underworld, when they got hold of a living being, sucked his blood, and lived as long as this blood warmed and nourished them, so Faust seeks an immediate [unreflective] life by which he can be renewed and strengthened. And where can this be found better than in a young woman... 29

Once again the connection is made between Don Juan (sensuousness personified) and Faust (one who is sensuous, though not in the sense we usually think of. We are much more accustomed to thinking of the Seducer as sensuous.)

What he [Faust] desires is the pure, rich, untroubled, immediate happiness of a woman's soul, but he desires it not spiritually, but sensually. Hence he desires in a certain sense like Don Juan, but yet quite otherwise. 30

There is a suggestion elsewhere that a man is not like a woman, not as happy as she is when she is happy, not as unhappy as she is when she is infinitely unhappy, because her happiness had no bounds. 31
But how does one (like Faust) desire the immediacy of the spirit "not spiritually, but sensually"? This is the point at which Faust resembles Don Juan. This is what makes him an inhabitant of the aesthetic sphere. The immediacy of the spirit that a woman possesses is sought after and used as one would seek out and use an object. The relief that her immediacy affords is only momentary, like the immediacy that Don Juan and the Seducer enjoy. The young woman in all of these instances is the means rather than the end. She is not the end; the pleasure, or in Faust's case, the "rest" is.

Let us look at the immediacy of the spirit that a young woman possesses more closely. The following is a description of "an innocent feminine soul's first youth" (what the Seducer will call the 'dreaming' phase of a young woman's development).

If I were to call it a blossom, I should say too little, for it is more, it is a flowering: the soundness of hope and faith and trust shoots forth and blossoms in rich variety, and dreams shade their fruitfulness.32

We are told later that "Only the fullness of innocence and childlikeness can for a moment refresh [Faust]."33

If we turn our attention to the person of Margaret, we find that she is "an ordinary little maiden, a girl one is almost tempted to call insignificant."34 She undoubtedly possesses the traits that Faust seeks in a young woman. Her natural characteristics and pattern of development have not been disturbed or altered "by what men call development".35 The author says, "What we especially love in this girl is the charming simplicity and humility of her pure soul."36 The message that we get here and elsewhere is that a young woman's natural characteristics and pattern of development are wonderful (from the point of view of the
male speakers), and that they cannot be improved upon but only harmed by "what men call development". Again, some of the aesthetes (the Seducer and even Faust) want to take advantage of woman's natural characteristics for their own selfish and ultimately destructive purposes. They want to use the young women. (The Seducer is more obviously guilty of this than Faust is.) Despite the aesthetes' use and misuse of a young woman's characteristics and pattern of development, they (the characteristics) are wonderful and valuable in themselves.

As Don Juan desires in Zerlina that which she "has in common with every woman" (namely, her womanhood), so Faust desires in Margaret that which (according to the aesthetes) she has by virtue of being a woman (namely, spiritual immediacy). Thus Faust decries 'culture' in a woman because this threatens or does away with what he needs and desires most (namely, spiritual immediacy).

Here perhaps one or another privadocent, who is convinced of having been a Faust, since otherwise he could not possibly have become a privatdocent, will remark that Faust requires intellectual culture and breeding in the woman who shall attract him. Perhaps a large number of privatdocents would consider this an excellent remark, and their respective wives and sweethearts nod assent. However, it is completely beside the point; for Faust would desire nothing less. A so-called cultured woman would belong within the same relativity as himself, and would have no significance for him, would be simply nothing. By her crumb of culture she might perhaps tempt this old Magister of doubt to take her out on the stream, where she would soon despair. An innocent young girl, however, belongs within another relativity, and is therefore, in a certain sense, nothing over against Faust, and yet, in another sense, tremendously much, since she is immediacy. Only in this immediacy is she the goal of his desire, and therefore I said that he desires immediacy, not spiritually but sensually.37

**"Development" seems to involve being educated or molded according to what 'the age demands'.**
In the passage quoted above and in the statement about Margaret being "an ordinary little maiden", we find a contrast between Margaret and the "so-called cultured woman". There is also a contrast between the ordinary 'little' maiden and the wives and sweethearts of the privadocents. The wives and sweethearts are the female counterparts of the privadocents and the judgement levelled at both groups appears to be that of stupidity. (The privadocents had to sell their souls to get where they are, and their wives and sweethearts agree with them.) We can also link the wives and sweethearts with the "so-called" cultured women that they admire. The author's judgement of stupidity and false appearances is extended to the cultured woman as well, as her culture is but a "crumb" and is not real but only "so-called". Such women are not truly cultured but only think they are. (The privadocents think they are too.)

The "so-called cultured woman" is contrasted with "an innocent young girl", the "ordinary little maiden". The so-called cultured woman would be too much like Faust himself and therefore would not be able to help or save him. Indeed, she would cause him more trouble as she would "tempt" him, to her own and his destruction. The innocent young girl, by contrast, is completely unlike Faust. She has that which he does not have, namely, innocence, a certain childlike faith, and immediacy. Therefore, she has the ability to save him, and he needs and wants her to do that.

The long passage quoted above is autobiographical but its significance does not end there. Regina was "an ordinary little maiden", an innocent young girl in many ways, and this it was that S.K. loved. Perhaps in this passage and in passages like this he is trying to assure
her that he did not leave her because she wasn't "cultured" enough. But the statement about the "crumb of culture" may apply to Regina too. Apparently she desired some form of "world historical significance". Moreover, S.K. was very concerned about "taking her out on the stream, where she would soon despair". It was not her crumb of culture that attracted S.K. but rather her innocence, her childlike faith, and her immediacy.

Certain phrases contained in the passage under discussion are echoed elsewhere in the works depicting the aesthetic mode of existence. "An innocent young girl...belongs within another relativity" than Faust "and is therefore, in a certain sense, nothing over against Faust, and yet, in another sense, tremendously much, since she is immediacy." The Seducer writes, "In a certain sense man is more than woman, in another sense he is infinitely less."³⁸

It is also important to note that the final sentence of the passage quoted above confirms what was said about Faust, his resemblance to Don Juan, and his participation in the aesthetic sphere of existence. Faust desires Margaret's "immediacy of the spirit" in much the same way that Don Juan desires physical immediacy. Margaret in her entirety is not the "goal" of Faust's desire but rather, her immediacy is.

We are told that a "so-called cultured woman...would have no significance for [Faust], would be simply nothing". The word "nothing" is used in this context even more emphatically a few pages later:

Faust readily perceives that Margaret's entire significance depends on her innocent simplicity; if this is taken away, then she is nothing in herself, nothing to him.³⁹

The Seducer will repeat the phrase 'nothing in herself, nothing for
him' in his discussion of woman as a being for another. "[E]xperience 
...teaches that it is a rare thing to find a woman who is in truth a 
being for another, since a great many are in general absolutely nothing, 
either for themselves or for others."^40 Victor Eremita, another pseu-
dromous representative of the aesthetic sphere of existence, blames 
Romanticism for the meaninglessness of woman's existence. "Owing to 
the romantic way in which [woman] is regarded, her life has become 
meaningless" and she is "nothing whatever."^41

How are we to understand the phrase 'nothing in herself, nothing 
for him'? Does a woman's significance depend upon or consist of her 
having significance for another? According to the passages quoted 
above, woman's life may have meaning in itself, but its meaningfulness 
is largely (if not solely) a function of its having meaning for another 
-especially man-. In other words, there is a strong suggestion that 
woman's life is meaningful if it is meaningful for another (since the 
"so-called cultured woman...would have no significance for [Faust];" 
she "would be simply nothing.") The aesthetic authors also seem to 
be saying this: woman has natural characteristics and capabilities 
that, if destroyed or subverted by "intellectual culture and breeding", 
"the romantic way in which she is regarded", etc., will render her life 
meaningless and make her incapable of supplying what aesthetic men, 
-at least, want and/or need.

The word 'nothing' is used with regard to women in a slightly 
different context in the discussion of Faust and elsewhere. Now the 
focus is upon woman's devotion and her tendency to idolize the one 
she is in love with. (There is evidence that S.K. observed this tendency 
in Regina and was horrified by it.) Of Margaret and Faust, 'A' writes
The source of Faust's fascination for Margaret... is not the seductiveness of a Don Juan, but his tremendous superiority. Hence she simply cannot understand, as she herself says so lovably, what it is that Faust sees in her to love.42

The first impression she receives of him is altogether overwhelming; she becomes an absolute nothing over against him... Margaret vanishes altogether in him;... unnoticeably, without the slightest reflection, he becomes her all. But just as from the beginning she is nothing, so, if I may venture to say so, she becomes less and less the more she is convinced of his almost divine superiority; she is nothing, and exists only in him.43

The author regards it as 'lovable' that Margaret should regard herself as unworthy of Faust's love. The situation becomes more critical, however, as he becomes a god to her.

She does not really understand him; as a child she clings to him, for what is doubt to him is for her irrefragable truth. But while he thus builds up her faith, he at the same time undermines it, for he becomes at last an object of faith to her, a god and not a man.44

Both Margaret and Elvira regard themselves as nothing and the men who have deceived them, as gods. (Elvira vacillates between hatred of Don Juan and continued devotion to him.) Margaret asks herself,

Can I then curse him? What am I, that I should thus dare? Can the earthen vessel presume against the potter? What was I? Nothing! the clay in his hand, a rib in his side from which he made me!45 (She continues on in similar fashion. Some of Elvira's ruminations are also in this vein.)

'A' has some explanation for Margaret's "feeling that she was absolutely nothing."

... that she was nothing is merely an expression for the fact that all the finite differences of love are negatived, and is therefore the exact expression for the absolute validity of her love, wherein again lies her absolute justification. His conduct is then not merely a deception, but an absolute deception, because her love was absolute.46
Margaret prays to God about her relationship with Faust, asking at the same time God's forgiveness for her having loved a human being as she ought to love Him (i.e., absolutely).

Other aesthetic writers and speakers remark in their own way upon woman's capacity for absolute devotion. Constantine writes, "Great is the fidelity of women, especially when it is declined; unfathomable and inconceivable it is at all times." 47

The Seducer, as always, takes advantage of woman's natural capacities and tendencies for his own purposes.

So I place myself everywhere before Cordelia, she sees me constantly. It seems to her sheer attentiveness on my part; personally I know, however, that her soul is losing interest in everything else, that there is developing within her a spiritual concupiscence which sees me everywhere. 48

The Seducer is on his way to becoming a god for Cordelia.

Before concluding this section on Faust, we need to make some mention of Margaret's faith. Part of Margaret's attractiveness for Faust ("this old Magister of doubt") is her faith. But what is the nature of Margaret's faith?

We are told conflicting things about Margaret's faith. On the one hand, it is stated or implied that Margaret has genuine faith.

"...Faust feels that it is only through her faith that she is the great person she is." 49

And

[Faust] is a doubter; but as such he has all the moments of the positive within himself, for otherwise he is a poor doubter. He lacks the final conclusion; herewith all the moments become negative moments. She, on the contrary, has the conclusion; she has childlikeness and innocence. 50

*The greater significance of this quotation is discussed in the section entitled 'Woman and the religious'.
On the other hand, it is suggested that Margaret's faith is childlike in the worse sense of that word. 'A' says of Margaret:

She was a little girl from the middle class, not, like Elvira, destined for a convent; but yet brought up in the fear of the Lord, although her soul was too childlike to feel the earnestness of it,...51

With regard to Margaret's faith, 'A' writes, "with half a glance [Faust] surveys the whole glory she thinks she possesses, and perceives that it cannot stand against his doubt;..."52

Faust is impressed by Margaret's "childlike" and immediate faith. He perceives that true faith has these characteristics. But is Margaret's faith true faith? We have seen that, according to 'A', Margaret's faith is untried and without solid foundation. "She thinks she possesses" "the whole glory" but in fact she does not. In one sense, Margaret is further ahead than Faust by virtue of her "childlikeness and innocence". In another sense, she is 'behind' Faust because Faust perceives (though she does not) the essential weakness of her faith.

Summary

James Collins writes of Faust that he is "a rebirth of Don Juan, a second phase in the aesthetic dialectic..."53 He (Collins) writes further that

(Kierkegaard) had witnessed, in his own case, that passage from confident buoyance to skepticism which he expresses imaginatively as a transition from Don Juan to Faust.54

We can see the link between Faust and Don Juan in 'A'"'s assertion that
"Only in this immédiacy is (Margaret) the goal of (Faust's) desire, and therefore I said that he desires immediacy, not spiritually but sensually." Both Don Juan and Faust desire immediacy "not spiritually but sensually", though in Don Juan's case, that which is desired is physical immediacy while in Faust's, "the immediacy of the spirit is the goal of his desire.* In neither case are the individual women involved the ultimate goal of desire. They are but a means to physical and spiritual immediacy. 'A' writes that "Sensuous love...can lump everything together. The essential for it is woman in the abstract...

Both Don Juan and Faust love or desire in Elvira, Zerlina, Margaret, etc. that which they have in common with every woman. In Elvira's and Zerlina's case, that is their sexuality or womanhood; in Margaret's, it is her spiritual immediacy. (It is being asserted that the immediacy of the spirit belongs not just to Margaret but to all women.)

*Judge William, S.K.'s pseudonymous representative of the ethical sphere of existence, writes that "to a man it applies as truly as to a woman that he ought to abide in the pure and innocent peace of immediacy."** When one strives for such immediacy "not spiritually but sensually", one does not approach it in the right way. Desiring spiritual immediacy sensuously may lead one to use another human being, as Faust uses Margaret.

**(Either/Or II, p. 211)
THE AESTHETIC MAN'S RELATION TO WOMAN

Two questions are asked in this chapter. The first is, 'How does man relate to woman when he resides in the aesthetic sphere of existence?' The second is, 'How does man regard women and conceive of the nature of woman when he resides in the aesthetic sphere?' There are many answers to the second question contained in Either/Or I, Repetition, and 'In Vino Veritas' (the three works depicting the aesthetic mode of existence.) There are few answers to the first question, and so we will start with them. An examination of the works depicting the aesthetic mode of existence will reveal that (1) all of the aesthetes denounce and avoid marriage for a variety of reasons, (2) some of the aesthetes (notably the Seducer) advocate romantic involvement with women, and (3) other aesthetes denounce and avoid such involvement with women. Let us begin with an examination of the aesthetes' denunciations of marriage.

'Y' writes:

The lassies do not please me. Their beauty vanishes like a dream, and like yesterday when it is past. Their constancy - yes, their constancy! Either they are faithless, which no longer concerns me, or they are faithful. If I found such a one, she might please me because of her rarity but she would not please me in the long run; for she would either always remain constant, and then I should become a victim of my own experimental zeal, since I should have to keep up with her; or she would sometime cease to be faithful, and so I would have the same old story over again.

A number of themes central to the aesthetic are cleverly interwoven in this one short passage. We are told that a woman's beauty is genuine but lasts but a short time. In the aesthete's unending quest for the new and the interesting, the author concludes that faithfulness
in a woman would be satisfying in just those respects. According to him, faithfulness in a woman is a rare thing but for that reason, valuable and desirable ('interesting'). Ironically, a faithful woman would cease to be novel and interesting after a while by virtue of her faithfulness. Moreover, faithfulness would be exacted from the aesthete "since (he) should have to keep up with her." In short, a woman's beauty (the thing the aesthete would like to have last) is fleeting. A woman's faithfulness (attractive and desirable because of its rarity) is ultimately confining.

It should be noted that faithlessness in a woman does not interest the above speaker. This is not only because (according to him) it is all too common, but because he himself is faithless. (We can recall from our discussion of Don Juan that sensuous love is essentially faithless. Because the aesthete is devoted to the values of sensuous love, we can conclude that he is also faithless.) Presumably the aesthete's opposite is needed to interest him.

It would seem that avoidance of commitment is an essential component of the aesthetic life. The following passage appears in a section of Either/Or I that is devoted almost exclusively to the values of "freedom" and noncommitment. Marriage poses a threat to freedom, and so must be avoided.

The essential thing is never to stick fast... One must never enter into the relation of marriage... One must always take care not to enter into any relationship in which there is a possibility of many members. For this reason friendship is dangerous, to say nothing of marriage. Husband and wife are indeed said to become one, but this is a very dark and mystic saying. When you are one of several, then you have lost your freedom; you cannot send for your travelling boots whenever you
wish, you cannot move aimlessly about in the world. If you have a wife it is difficult; if you have a wife and perhaps a child, it is troublesome; if you have a wife and children, it is impossible...Marriage brings one into fatal connection with customs and tradition, and traditions and customs are like the wind and weather, altogether incalculable. 56

The following passage gives us some insight into the aesthetic view in general and toward marriage in particular.

When two beings fall in love with one another and begin to suspect that they were made for each other, it is time to have the courage to break it off; for by going on they have everything to lose and nothing to gain. This seems a paradox, and it is so for the feeling, but not for the understanding. 57

This passage explains some of the other paradoxes that have appeared in passages cited thus far. We have seen that the faithless man is not interested in the faithless woman, but when he encounters and is united with a faithful woman (who is attractive at least partly because of her rarity), the new and the interesting and his freedom are threatened. "This seems a paradox, and it is so for the feeling, but not for the understanding."

It has also been stated that "Marriage brings one into fatal connection with custom and tradition, and traditions and customs are like the wind and weather, altogether incalculable." This may seem a surprising statement, for most of us probably do not regard customs and traditions as incalculable (uncertain or unpredictable). However, regarded strictly from the perspective of reflection and the understanding (with no reference to what the author refers to as "feeling"), customs and traditions may indeed seem mysterious or beyond calculation. The statement "This seems a paradox, and it is so for the feeling,
but not for the understanding" will explain many paradoxes or apparent paradoxes in the works describing the aesthetic. It tells us that the point of view or perspective here is that of pure reason or reflection divorced from any kind of feeling, imagination, intuition, or faith. This perspective, then, is a component of the aesthetic sphere as it has been conceived of and indeed experienced by S.K.

2

We have said that while all aesthetes denounce and avoid marriage, there are some aesthetes who advocate romantic involvement with women. Again, the romantically inclined aesthete has his own reasons for avoiding a lasting commitment to a woman. One such aesthete explains:

    Because a man does not marry, it does not follow that his life need be wholly deprived of the erotic element. And the erotic ought also to have infinitude; but poetic infinitude, which can just as well be limited to an hour as to a month.58

This aesthete is prepared to forego marriage but he is not prepared to forego romantic love and "the erotic" on that account. Indeed, romantic love and the erotic rank high on the aesthete's list of priorities. He prides himself on being a champion of romantic love and the erotic. He is convinced that these are matters of particularity and 'the moment'. In the tradition of romantic love, he regards each couple's relationship as individual and unique. The lovers themselves are convinced that there is no other love like theirs. The aesthete argues that to impose some sort of universal expression (like marriage) upon their particular love would damage and dampen that love. Indeed, marriage sounds the death knell for romantic love.
When people are in love, they do not follow the public highway. It is only marriage which jolts along the middle of the king's highway...love prefers to blaze its own way. So in the interests of romantic love (the particular), the aesthete eschews marriage (the universal).

The erotic or the sexual is interwoven with romantic love and for the aesthete, marks the culmination of romantic love. The consequences of sexual love, however, remain incomprehensible to the logic bound aesthete.

The moment is everything, and in the moment, woman is everything; the consequences I do not understand. Among these consequences is the begetting of children. Now I fancy that I am a fairly consistent thinker, but if I were to think until I became crazy, I am not a man who could think this consequence. I simply do not understand it; to understand it requires a husband.

The consequences of sexual love (namely, the begetting of children) are incomprehensible from the point of view of the overly-rational aesthete. We have seen that the perspective of the aesthete is that of reason and logic divorced from "feeling", imagination, intuition, and other modes of knowledge. The final part of the passage quoted above ("I simply do not understand it; to understand it requires a husband") contains the by-now-familiar barb at the husband but also indicates that another perspective and another kind of understanding are required to make sense of sex and its consequences. Indeed, by the statement "Now I fancy that I am a fairly consistent thinker, but if I were to think until I became crazy, I am not a man who could think this consequence", we are steered away from approaching the consideration of sexual activity and its consequences armed only with logic. Here we have the example of one who is well versed in the
ways of reason and logic and he can make no progress in understanding these matters by viewing them solely with the eye of logic. We have seen another aesthete come to the same conclusion as the Seducer quoted above. He was equally baffled by these matters when he wrote, "Husband and wife are indeed said to become one, but this is a very dark and mystic saying." 61

The Seducer (who figures in both Either/Or I and 'In Vino Veritas') is the representative of those aesthetes who advocate romantic love but avoid marriage. He has his own reasons for acting as he does. In describing his philosophy, he makes reference to Hesiod's myth of the creation of woman. "Originally there was one sex, that of the man..." 62 So "gloriously endowed was he" that the gods soon became envious of him and fearful "lest he might bow unwillingly to their yoke". In order to maintain their control over him, the gods created woman. Through woman, man would be "taken captive and compelled by a power which was weaker than his own and yet stronger, strong enough to compel." Of the creation of woman, the Seducer (Hesiod) says:

Cunningly the enchantress was fashioned; the very instant she had enchanted man she transformed herself and held his captive in all the prolixities of finiteness. This is what the gods wanted. 62

At a certain stage in her life, woman is capable of enchanting man. Once the enchantment has taken place, however, woman is "transformed" and man is held captive "in all the prolixities of finiteness". To put the matter plainly, "By means of marriage...the gods conquer." 63

The Seducer explains his theory more fully:
She is a deception, but that she is only in her second phase [when she marries] and for him who is deceived. She is finiteness, but in her first phase [adolescence] she is finiteness raised to the highest power in the delusive infinity of all divine and human illusions. Not yet is the deception - but one more instant and a man is deceived.64

The seducer writes elsewhere that it is not easy to be a good judge of "the instant" and that "he who misjudges it is in for boredom for the rest of his life."65

Marriage is regarded by the Seducer as a deception and a means of entrapment. The truly lovely young woman draws a young man to herself and in an instant he is chained to finiteness. She too is changed for the worse. "With a husband she becomes temporal, and he through her."66 What is the ideal of romantic involvement with a woman, according to the Seducer? He contends that erotics or seducers "are the fortunate ones...They dine upon bait - and are never caught."67

In 'Vino Veritas' we find descriptions of aesthetic men who not only denounce and avoid marriage but denounce and avoid all romantic involvement with woman. Before discussing their ideas about the relation of man to woman, some discussion of the work itself is in order.

In Stages on Life's Way there are three sections depicting the three spheres of existence. The first section, entitled 'In Vino Veritas', depicts the aesthetic mode of existence. In this and other works, S.K. was not content with describing a particular sphere but strove to depict it through the use of fictional representatives of the sphere under discussion. Thus we discover what the aesthetic
is like, for example, through the actions and utterances of the aesthetes.

The setting for 'In Vino Veritas' is a banquet or symposium in which five men take part. Each participant in the banquet is instructed by the organizer, Constantine Constantius, to make a speech. Constantine stipulates, however, that no one might speak until he had drunk so much that he could perceive the power of the wine... As for the content of the speeches...they should deal with love, or with the relationship between man and woman.\textsuperscript{68}

The five aesthetic speakers are: the Young Man, Constantine Constantius, Victor Eremita, the Ladies' Tailor, and Johannes the Seducer.

The Young Man (the first of the five speakers) is characterized by over-reflectiveness. Of himself he says, "my resolution [is] to reflect about everything I do."\textsuperscript{69} He has not had experience of romantic love but will approach the subject of love reflectively, from the vantage point of pure thought. In approaching love in this way, the Young Man argues that love appears to involve contradictions and is therefore comic. The various contradictions are pointed out in the Young Man's speech and explained singly.

In looking at a man one would surely think that he was a whole all by himself, and that indeed is what one thinks, until one sees that under the obsession of love he is only a half which runs after its other half...If people took seriously the saying that woman is only man's half, she would not be comic in love. The man, however, who has enjoyed civic prestige as a whole man becomes comic when he begins to run about and thereby betray that he is only half a man. The more one thinks of it, the more laughable it becomes; for if the man actually is a whole, he does not become a whole in love, but he and the woman make one and a half. What wonder then that the gods laugh, and that they laugh especially at man!\textsuperscript{70}
The Young Man notes that man is generally regarded as "a whole", self-contained and complete in himself. Woman, by contrast, is relative and is not complete until joined to another. That is why man looks comic when he chases after his "other half" but woman does not. It is a contradiction and therefore comic that a complete being should seek another as though he needed completion.

The Young Man maintains that love involves yet another contradiction.

Now when the lovers have found one another, one would surely suppose that they were a whole, and wherein should be manifested the truth that they desire to live for one another to all eternity. But, behold, instead of living for one another, they begin to live for the race, and they have no suspicion of it! - What is a consequence? In case a consequence when once it has resulted cannot be traced back into that out of which it resulted, it is a ludicrous sort of consequence, and they to whom it occurred are ridiculous. Now in case those separated halves have found one another, this surely should mean perfect satisfaction and repose, and yet there ensues upon this a new existence. That the finding of one another should constitute a new existence for the lovers is comprehensible, but not that from them there dates also a new existence for another being. And yet this resulting consequence is greater than that whereof it is a consequence, and yet the conclusion such as this the lovers attained in finding one another must surely be an indication that no further consequence was thinkable.

Again we see that the consequence of children is an unthinkable one for the overly-reflective aesthete. (Recall the Seducer's difficulty with this.) From the point of view of logic it is unreasonable (and therefore unthinkable) that, just when the two halves become one, they should begin to bring forth entirely new existences.

The Young Man also alludes to the fact that romantic love is highly particular. When the two individuals are finally joined in
a celebration of their particular love, they think that they are "living for one another" but are really in the service of "the race". They are compelled by instinct to come together as they do. Their particular love becomes secondary, in a sense, to the continuation of the race.

Not only do the consequences of sexual love involve a contradiction but sexual love itself is contradictory. The Young Man finds it odd that "the loftiest experience in one sphere" should "find its expression", not in its own sphere, "but in the polar opposite of another sphere."72 In other words, it is a contradiction and therefore comic that "the loftiest psychic experience [namely, romantic love] expresses itself in the most sensuous terms."73 The Young Man observes:

The lovers want to belong to one another, for all eternity. They give expression to this in that strange way they have of embracing one another with the intensity of the instant...74

The contradiction lies in the fact that the psychic is expressed sensuously and the eternal, temporally.

We have said that the perspective of the Young Man is that of thought and thought alone. Consequently when the Young Man looks at love, he admits frankly that "I see only enigmas, I am unable to see, or rather I see nothing."75 From the perspective of reason, seeing only enigmas is tantamount to seeing nothing. The assertion that love appears enigmatic when viewed only with the eye of logic is a signal to us that love ought not to be viewed in this way.

Not surprisingly, the Young Man is inexperienced in love. This is because he will not commit himself to or involve himself in what
he cannot understand and explain rationally. "I will not love anybody before I have fathomed the thought of love, and that I am not able to do..." More simply still, he says:

When I cannot explain to myself what I am doing, I don't want to do it; when I cannot understand the power to whose sway I am about to commit myself, I don't want to commit myself to its sway.

The Young Man fears what he cannot understand rationally and therefore, to some extent, control. He fears looking ridiculous himself for "to be a marionette in the service of some inexplicable power is comic." The Young Man, like the Seducer, regards woman as a temptation, but a temptation "which is meant to entice men to be ridiculous." Therefore the Young Man does not get as far as marriage in his discussion of woman because he cannot get as far as romantic love in reality or in thought. He does, however, denounce the woman who regards love as comic and is therefore like a man.

(5)uch a woman would betray a suspicious amount of antecedent knowledge and would understand me least of all, but a woman who comprehended the dreadfulness would have lost her loveliness and still would not understand me, she would be annihilated, as I by no means am as long as my thought preserves me.

Again, it is asserted that a woman is and ought to be unlike a man. If she is like the aesthetic man, she is denounced by him. Paradoxically, it is stated that the woman who is fundamentally like the aesthete wouldn't understand him. Presumably, his opposite is needed for that.

Another participant in the banquet also eschews romantic love, to say nothing of marriage. His advice is short and direct: "seek no sweetheart, forego love as you would shun the most dangerous
neighbourhood." \(^{81}\) The Ladies' Tailor's ideas on matters relating to women will be discussed at greater length below.

Victor Eremita is the last speaker at the banquet to offer a reasoned defense of the single state. His contention is that "a negative relationship to a woman may exalt a man to infinity" whereas "a positive relationship to a woman reduces man to finiteness in the greatest conceivable degree." \(^{82}\) Both Victor Eremita and Constantine Constantius (the pseudonymous author of Repetition) argues that woman can be man's muse if he retains a negative relationship to her. Victor begins his speech with a description of woman as muse. "The beautiful, the sublime, man's noblest exploits, are due to woman, for she inspires him, woman is the inspirer." \(^{83}\) In a passage with autobiographical overtones, Victor (S.K.) explains himself more fully.

"Through woman ideality came into the world - what would man be without her. Many a man became a genius through a girl, many a man became a hero through a girl, many a man became a poet through a girl, many a man became a saint through a girl - but he didn't become a genius through the girl he got; for through her he only became Privy-Councillor; he didn't become a hero through the girl he got, for through her he only became a general; he didn't become a poet through the girl he got, for through her he only became a father; he didn't become a saint through the girl he got, for he didn't get any, and he wanted only the one he didn't get. If the ideality of woman were itself inspiring, then surely the inspiration must be the woman to whom a man is united for life. But actual existence gives a different account of it. That is to say, in a negative relationship woman makes a man idealistically productive... Or who has ever heard of anyone becoming a poet through his wife? So long as the man does not have her she is an inspiration." \(^{84}\)
S.K. frequently asserted that he became a poet through Regina, "the girl he didn't get". We can also recognize S.K. in the description of the candidate for sainthood. "He didn't become a saint through the girl he got, for he didn't get any, and he wanted only the one he didn't get."

It is important to note in the above passage and in the passage that follows that it is not because of woman's intrinsic qualities that man is inspired by her. Woman's ability to inspire man is dependent upon man's not "getting" her. Consequently, Víctor feels justified in arguing that "The highest thing...a woman can do for a man is to come within his range of vision at the right instant" and then disappear from view through death or unfaithfulness.

A negative relationship to a woman may exalt a man to infinity. Let that always be said in honour of woman, and it may be said without any qualification; for essentially it does not depend upon any particular quality of the woman, upon her loveliness, or upon the lasting quality of her loveliness; it depends upon the fact that she appears at the right instant, when ideality is acquiring the power of vision. It is a brief instant, and then she would do well to vanish again. For a positive relationship to woman reduces a man to finiteness in the greatest conceivable degree.85

Summary

We have seen that all of the aesthetes denounce and avoid marriage for a variety of reasons. Some aesthetes (like the Seducer) advocate romantic involvement with women while other aesthetes avoid such involvement. A discussion of the aesthetes' conceptions of women will further illuminate the aesthetic point of view.
THE AESTHETIC MAN'S CONCEPTION OF WOMAN

Thus far we have seen how man relates (or does not relate) to woman when he resides in the aesthetic sphere. We can now turn our attention to the second question that this chapter poses, namely, how does man regard women and conceive of the nature of woman when he resides in the aesthetic sphere?

The model "young girl" versus other girls and women

A reading of the three works depicting the aesthetic mode of existence will reveal that the authors communicate their ideas about women and the nature of woman indirectly as well as directly. One way in which the authors communicate these ideas indirectly is by using illustrations in which a model or ideal young woman is contrasted with a woman who possesses a trait or traits that are not deemed desirable by the aesthetes. The description of the model young girl is consistent throughout the written illustrations. She possesses the same kind of traits in every example given. The descriptions of the other girls and women are more various, and reveal a number of traits or behaviours that the aesthetes regard as undesirable. In our discussion of the aesthetes' statements about women and woman, let us begin with an examination of the aesthetes' indirect assertions.

In our discussion of Faust, we saw that there was a contrast made between Margaret ("an ordinary little maiden") and the "so-called cultured woman". Margaret possesses "immediacy" and is "tremendously much" over against Faust. The "so-called cultured woman" possesses but "a crumb of culture" and is "simply nothing".

Most of the contrasts between the model young girl and other girls
and women appear in *Repetition*. There the model young girl is described in numerous places. Constantine Constantius (the pseudonymous author of *Repetition*) tells the story of his encounter with such a young girl on his way to Copenhagen.

The modest and yet genuinely feminine dignity with which she made the request [to share his carriage to Copenhagen] was enough to make me instantly lose sight of the interesting and piquant. And yet to ride forty miles with her in one's own carriage, with coachman and valet, having her entirely in my power, is in fact far more interesting than meeting a girl in a garden. Nevertheless it is my conviction that even a more frivolous man than I would not have felt tempted. The confidence with which she entrusted herself to my keeping is a better defense than all a girl's shrewdness and cunning...She could not have been safer if she were riding with a father or a brother...A girl who craves the interesting becomes the trap in which she herself is caught.\(^{86}\)

The contrast is made in the above passage between the young woman who possesses "modesty" and "genuinely feminine dignity" and the girl who "craves the interesting" (the novel and the unique). Both the young woman of the carriage ride and the girl who craves the interesting are at least somewhat responsible for the behavior of Constantine and other aesthetes. (The traits exhibited by the young woman in her request were "enough to make [Constantine] instantly lose sight of the interesting" and the girl who "craves the interesting becomes the trap in which she herself is caught.")

Constantine's assertion that the woman of the carriage ride was safe with him echoes Faust's remark about the young girl and her faith. Ordinarily Faust finds satisfaction in depriving others "of that which they regard as sure" but he cannot do this with a young girl. "He feels himself humbled, for there is in her a natural demand that he
should protect her, in so far as she has become uncertain.\textsuperscript{87}

Finally, it should be noted that the girl who is like Constantine (a devotee of the interesting) is denounced by him, while the woman who is other than or unlike him is praised. She saves both herself and Constantine from his desire for the interesting (from himself).

The girl who craves the interesting is reproached yet again in Repetition:

\texttt{He who has some opportunity to observe young girls and to give ear to their conversation has likely often heard this formula: "N.N. is a good man, but he is tiresome; on the other hand, F.F. is so interesting and piquant." Whenever I hear these words in the mouth of a little maiden I always think "You ought to be ashamed of yourself. Is it not pitiful that a young girl should talk in this fashion?" If a man has run wild in the interesting, who might save him, unless it were precisely a young girl? Is she not culpable if she does not do it? Either the person in question is not capable of playing the role of the interesting, and then it would be indelicate to require it of him; or he can do it, and then...for a young girl ought to be prudent enough never to elicit the interesting; the girl who does that always loses, as seen from the vantage point of the idea, for the interesting does not lend itself to repetition; she who does not do it is always victorious.\textsuperscript{88}}

In this passage it is stated explicitly that a young girl can and ought to save the man who has "run wild in the interesting". Constantine is such a man, and so he denounces the young girl who is herself caught in the interesting. In the second part of this passage it is suggested again that a young girl gets what she deserves when she "elicits the interesting". She is responsible for both her and the aesthete's behavior.

In the following illustration, the natural "young girl" is contrasted with the elegantly dressed woman who goes to the theatre in
order to be seen.

The young girl evidently was not in the theatre in order to be seen—as in fact in this theatre one is in a great measure dispensed from the sight of these disgusting feminine exhibitions...her dress was simple and plain, almost a house dress. She was not wrapped in sable and marten but was enveloped in a big cloak, and projecting from its folds her head was graciously bowed, as the topmost bell of the lily-of-the-valley is bowed above the great enveloping leaves...my eyes sought her, and the sight of her refreshed by whole being by its friendly mildness. And when in the farce itself a more pathetic mood cropped up, then I looked at her, and her nature bestowed upon me resignation to bear the pathos, for through it all she sat with perfect self-repose, with a quiet smile of childlike wonder...

The young girl is likened to a flower and in further description is described as "gracious", "a happy child", "a primitive soul of retirement". She possesses "perfect self-repose", a "quiet smile of childlike wonder", and "an innocence, and unconsciousness, which even the purest thought may embarrass." She too is able to affect the behavior of the aesthete, for the sight of her "refreshes" Constantine and "her nature bestow(s) upon [him] resignation to bear the pathos". It is suggested, however, that the young girl ought not to know her effect upon men like Constantine. "If she had felt merely a presentiment of my mute gladness, half fallen in love with her, all would have been spoilt..." The Seducer explains this with reference to Heriod's myth:

When the gods had thus forecast her form they were fearful lest even they might not be able to express it. But what they feared most was woman herself. They did not dare to let her know how beautiful she was, fearing that she might spoil their ruse if she were cognizant of it...The gods made her perfect, but then they hid all this from her in the ignorance of innocence and hid it from her once more in the impenetrable mystery of modesty.
Part of the young girl's charm consists in the fact that she is unaware of possessing charm. If she were aware of it, she would cease to be charming. For this reason, various aesthetes denounce a young girl's reflection upon herself. ("A young girl should never try to be interesting; for the interesting always implies a reflection upon itself.") 91

In a description that is reminiscent of S.K.'s first meeting with Regina "several leagues from Copenhagen", Constantine recalls his observation of a young girl in a country setting. This young girl (like the other model young girls or women) is characterized by innocence, childlikeness, and immediacy (a lack of reflection).

Then the young girl comes forth, then she walks about wonderingly (which wonders most, the girl or the trees?), then she stoops down and plucks fruit from the bushes, then she skips about lightly, then she stands still in thought. What marvelous eloquence there is in all this! Then my soul at last finds rest. Happy girl! If ever a man should win thy love, would that thou mightest make him as happy by doing everything for him as thou hast made me by doing nothing for me. 92

Constantine's ability to "find rest" in this girl is reminiscent of Faust's ability to find rest in a young girl like Margaret. ("(A)n innocent feminine soul's first youth...beckons to his restless soul like a peaceful isle in the quiet sea.") 93

It is clear from S.K.'s journal entries that Regina possessed many if not all of the traits exhibited by the model young girl referred to in these pages and elsewhere. She was the model of the young girl whom S.K. and his pseudonyms describe as possessing childlikeness, innocence, a natural and youthful beauty, and immediacy. Given the way in which S.K. and his pseudonyms make generalizations about the
young girls they describe, we can safely assume that S.K. found these
traits attractive, not only in Regina, but in all young women. Based
upon S.K.'s pseudonymous and direct assertions we can conclude that,
according to S.K. women (especially young women) possess inherently
certain traits. The traits are good because they are ordained by
God and therefore good (beneficial) for both woman and man.

Let us focus our attention now on the descriptions of those
girls and women who possess traits and exhibit behaviour that the
aesthetes do not like. One of the things that the aesthetes denounce
in young girls and women is 'too much' involvement with members of
their own sex. The Seducer writes:

I have often wondered how it happens that there is
nothing more demoralizing for a young girl than
constant association with other young girls...Woman's
most profound destiny is to be a companion to man,
but through association with her own sex her
reflection becomes centered on this association,
and instead of becoming a companion, she becomes a
lady's companion...If I were to imagine my ideal
girl, she would always be alone in the world, and
thereby be self-contained, and especially she
would not have girlfriends.94

The Ladies' Tailor denounces the involvement of females with other
females when he refers to fashion as "that phantom which is formed
by the unnatural intercourse of feminine reflection with feminine
reflection."95 He also makes reference to "a girl, contented and
humble, who is not yet depraved by indecent intercourse with women
..."96 In the conversation between girls described by Constantine
in footnote 88, we see the unfortunate results of a young girl's
involvement with other young girls.

We have already heard Constantine's denunciation of the girl
who "craves the interesting". The Seducer echoes this sentiment
when he warns that

(a) young girl who wishes to please by being interesting usually succeeds only in pleasing herself... It may indeed happen that an interesting girl is also pleasing, but just as she herself has renounced her femininity, so also the men she pleases are usually the effeminate ones. 97

The aesthetes' attitudes toward girls or women who do not fit the description of the model young girl may be explained in part by Constantine. He writes:

I can forgive a girl everything, but I can never forgive her for mistaking the task of love. When a girl's love is not sacrificial, she is no woman but a masculine figure, and so I shall always take delight in suffering her to fall a victim to revenge or to laughter. 98

Constantine has been maintaining that a woman possesses certain traits by virtue of being a woman. If she fails to recognize, accept, and utilize these traits, she fails to be a woman. We have seen that Constantine and other aesthetes are concerned that a woman may not do what they need and want her to do (that is, be their opposite, supply their lack, save them from the interesting). In an effort to prevent this, Constantine subjects the offending woman "to revenge or to laughter".

One final contrast remains to be discussed. The aesthetes (or at least those who speak of it) are opposed to emancipation.

Constantine expresses his opinion on the subject:

In this life one must take woman as she is. What this is will soon appear, for she too is not satisfied with the aesthetic, she 'goes further', she would be emancipated — that she is man enough to say. Let that come to pass, and the jest will be beyond all bounds. 99

Apparently it is not humourous that man is not satisfied with the
aesthetic sphere. His 'going further' is not humourous, but woman's is. Woman's efforts at emancipation are humourous precisely because they are so unnatural. They represent a refusal on her part to recognize and accept her innate abilities and shortcomings. In her attempt to be other than she is, she will look ridiculous.

Students of S.K. will recognize and understand the phrase 'go further'. The woman who would be other than (what S.K. and his pseudonyms understand as) a woman is like the Hegelian who would "go further" than faith. By this phrase we are given some clue as to S.K.'s opinion of emancipation.

A "young girl's" development

The pseudonymous authors' direct assertions about woman and women are many and various. We can approach an examination of these assertions in two ways. Since one pseudonymous author has a theory of female moral development, we can examine his statements about woman as she progresses through what he regards as the stages of her life. When this approach has been exhausted, we can then consider the aesthetes' statements about women and the nature of woman thematically.

Johannes the Seducer has a theory of female psychological, emotional and moral development. He maintains that female moral development differs from male moral development in marked ways.
A young girl does not develop in the sense that a boy does; she does not grow, she is born. A boy begins to develop at once, and takes a long time for the process; a young girl takes a long time in being born, and is born full-grown. Therein lies her infinite richness; at the moment she is born she is full-grown, but this moment of birth comes late. Hence she is twice born, the second time when she marries, or, rather, at this moment she ceases being born, at that moment she is born. It is not only Minerva who sprang full-grown from the head of Jupiter, not only Venus who rose in all her beauty from the depths of the sea; every young girl is like this if her womanliness has not been destroyed by what men call development. She does not awaken by degrees, but all at once; meantime she dreams all the longer, provided that people are not so inconsiderate as to arouse her too early. But her dream has infinite richness.

First, it is necessary to determine what Johannes means, exactly, by a "young girl". How old is the young girl he is describing here? A careful reading of Either/Or I reveals that eight females between the ages of sixteen and twenty are described as "young girls". The reader may have noticed that the pseudonymous authors often refer to 'young girls' rather than 'young women'. The explanation for this may lie in the fact that Regina was the model for many of these assertions about young girls. She was fourteen when she and S.K. met and eighteen at the time of their engagement. Nine years her senior, he often declared that he was immeasurably older than she was. By virtue of his intellectual and spiritual maturity, his seriousness and greater experience of life, he likened himself to an old man in comparison to her. To state it another way, Regina seemed especially young to a man like Kierkegaard.

The Seducer maintains that there are two phases in a young woman's moral development. The first phase (that of "being born") takes a long time and is characterized by dreaming. The second phase begins
"all at once" when a young woman marries or makes a love commitment. Johannes regards this pattern of development as natural and good, for he decries the effects of "what men call development" and the "inconsiderateness" of others. The pattern (and the dreaming "girl") ought not to be interfered with. Let us consider the two phases of female moral development as conceived of and described by the Seducer in greater detail.

Johannes argues that "(Woman) awakens first at the touch of love; before that time she is a dream." Man not only dreams about her but, more importantly, she dreams while in this phase. Johannes describes a young woman's 'dream life' in a number of places:

She was alone, preoccupied, manifestly not with herself but with her thoughts. She was not thinking, but the quiet play of her thoughts wove a picture of longing before her soul...103

She was preoccupied not with herself, but in herself, and this preoccupation afforded infinite rest and peace to her soul. Thus is a young girl rich...104

Several things are of note in the above passages. It is stated explicitly that the young girl is not thinking. This same point is made indirectly in another description of this phase of a young girl's life. (The speaker is the Seducer and he is referring to the next victim of his designs, Cordelia.)

The more I see of her the more I am convinced that she is a very isolated figure. A man ought never to be so, not even a young man; for since his development essentially depends upon reflection, he must therefore be in touch with others.105

Man's development "depends upon reflection" but woman's does not and so she need not be involved with others the way he is.
Some stress has been placed upon the solitariness of the young girl during this phase of her life. The girl is first described as "alone" and then as "a very isolated figure". We can recall what Johannes says of the young girl in the discussion of the model young girl: "If I were to imagine my ideal girl, she would always be alone in the world, and thereby be self-contained,..."

The Seducer has made a point of telling us that the young girl is preoccupied in herself rather than with herself. The girl who is preoccupied with herself is involved in what the aesthetes have referred to as "self-reflection". She is on the way to becoming self-conscious, artificial, vain, and coquettish. This is the very opposite of the innocence, artlessness, and modesty that the model young girl possesses. According to the Seducer's version of Hesiod's myth, woman is perfect but she ought not to know it. Self-reflection would threaten woman's modesty (which is an element of her beauty.)

Finally, it should be noted that the image that is being evoked in the above two passages is one of "quiet", "rest and peace". "Thus is a young girl rich; to encompass this richness makes one rich." This same image of rest and peace is evoked in yet another reference to this stage of a young woman's life in the discussion of Faust and Margaret. Following a description of "an innocent feminine soul's first youth", the-author writes, "Thus it affects a Faust, it beckons to his restless soul like a peaceful isle in the quiet sea. That it is transient no one knows better than Faust;..." It would seem that an aura of peace surrounds the dreaming girl. The aesthete is anxious to appropriate this peacefulness and so denounces attempts to alter this natural state "by what men call development."
We may assume that, to some extent, the aesthetes praise and seek to preserve in woman certain traits that they regard as valuable in themselves. Johannes gives us some clues, however, as to ulterior motives that he possesses with regard to woman's natural abilities and pattern of development. It would seem that he decries "what men call development" and the "inconsiderateness" of others at least partly because they interfere with his making use of a young girl's natural characteristics and pattern of development for his own enjoyment.

Her beauty was a gift of Nature. I give thee thanks, O wonderful Nature! Like a mother hast thou watched over her. Accept my gratitude for thy care. Unsophisticated was she. I thank you, you human beings, to whom she was indebted for this. Her development was my handiwork - soon I shall enjoy my reward. 107.

We are given another clue as to the Seducer's interest in preserving a young girl as she is. He tells the other participants in the banquet, "you are unfortunate lovers, and hence you want to remodel woman. God forbid it. I like her as she is, exactly as she is." 108 The Seducer observes that woman possesses certain characteristics. His intention is to exploit these characteristics for his own advantage.

According to the Seducer, woman is "twice born, the second time when she marries". Her marriage (or at least her commitment to another in a love relationship) marks the end of the first phase of her development and the beginning of the second.

Despite their own aversion to marriage, the aesthetes are convinced that woman ought to marry. 'A' writes that "As a bride, woman achieves her destiny,..." 109 The Seducer repeats this:

Woman's most profound destiny is to be a companion to man...Man is called master, but woman is not called maid-servant or the like; no, the category of the essential is use; she is companion, not 'companioness'. 110
The word 'master' indicates that man is self-contained or absolute. Woman, by contrast, is essentially relative. This is a theme that is discussed at some length by the aesthetic writers and speakers.

*Man is self-contained; woman is relative*

Several of the aesthetic writers and speakers give voice to the opinion that man is by nature absolute, self-contained, and complete in himself while woman is by nature a relative being (not absolute or independent but dependent upon relationships to others for her being. According to this theory, she is especially dependent upon her relationship to man for her being. Or, to put it another way, she has her being in this relationship.) The various writers and speakers make this claim and defend it in a variety of ways.

Constantine states the case clearly:

> It is man's part to be absolute, to act absolutely, to give expression to the absolute; woman has her being in relationships.

Constantine believes that this is a natural and good state of affairs, and warns against any corruption of it.

> It follows, however, as a matter of course that man must know how to keep himself under the category of the absolute for otherwise nothing comes of it, that is to say, there comes of it something only too universal, that man and woman tally with one another, he as a half-man and she as a half-woman.

Constantine defends his contention that man is absolute and woman relative by asking us to imagine the opposite of what he asserts. "Let one regard her [woman] as a fixed quantity and make a relative quantity of oneself [man]." He assures us that "(t)he entertainment is peerless."
Just because [woman] is unable to set limits to herself, she shows off to the best advantage, seriously speaking, when one contradicts her a bit... It requires no proof that a woman can talk, i.e., verba facere. Unfortunately, she does not possess sufficient power of reflection to insure her against self-contradiction for any considerable time, say a week at the maximum, if the male does help her regulatively by contradicting her...113

If the two sexes regard man as a relative quantity and woman as a fixed quantity, the result is comical. Ordinarily, a woman requires contradicting to prompt her into reflection. If this is not forthcoming from a man, a woman will sooner or later contradict herself and confusion will reign.

If one had not done what she told one to do, the confusion would have passed unnoticed, for she forgets again as promptly as she is prompt to talk. But since her adorer has done everything she wanted and been entirely at her service, the confusion is palpable.114

The Ladies' Tailor has his own proof for the claim under discussion. He plays a game with the women who frequent his salon. He conspires to make them look ridiculous by, in part, treating them as "queens" or absolutes. He then plays the part of the fawning and obsequious male who is dependent upon a relationship with them for his significance. The game, he tells us, is successful. The women look ridiculous when they pretend to be that which they are not (namely, absolutes).

Before leaving the more general discussion of man's absoluteness and woman's relativity to focus upon woman as relational being, we can refer to the Young Man's defense of the claim under discussion. In telling us why he eschews romantic involvement of any kind, the Young Man claims that man looks ridiculous when he falls in love. Man is regarded by himself and others as "a whole, all by himself".
He therefore looks ridiculous when he runs after another as though he needed completion (were not a whole). Woman, by contrast, does not look ridiculous when in love. This is because she is truly "man's half".

Several of the aesthetic writers and speakers assert or imply that love is woman's special domain. 'A' writes:

> But what can with greater truth be called woman's entire life than her love?...Unhappy love is indeed of itself one of the most profound sorrows a woman can experience...¹¹¹⁵

Relationships play a more central role in woman's life than in man's and so "unhappy love" is indeed a tragedy for woman.

We have seen that Constantine regards feminine love as characteristically self-sacrificing. ("I can forgive a girl everything but I can never forgive her for mistaking the task of love. When a girl's love is not sacrificial, she is no woman but a masculine figure...") It is thought to be woman's 'task' and ability to love sacrificially.

Another aesthete tells us something of woman's love in an indirect way.

> (T)hough otherwise I always thank the gods that I was born a man and not a woman, still Mozart's music has taught me that it is beautiful and refreshing and rich to love like a woman.¹¹¹⁶

How does a woman love, according to the author in question? If he could answer us he might say: whole-heartedly, unreservedly, faithfully, and instinctively. Another aesthetic writer sees a contrast between "womanly devotion and humility, and... manly pride and self-sufficiency." This is another way of saying that woman is dependent upon relationships in an essential way while man is not.
The Seducer has the most systematic discussion of the relative nature of woman. He contends that woman is "a being for another".

"I shall attempt to think of woman in terms of her category. Under what category must she be conceived? Under the category of being for another." He explains further that

(w)oman shares this category with Nature, and, in general, with everything feminine. Nature as a whole exists only for another; not in the teleological sense, so that one part of Nature exists for another part, but so that the whole of Nature is for an Other - for the Spirit.¹¹⁷

Woman is a being for another and that other is man, who is a being for himself. Thus we can say that man is but we cannot say that woman is in the same sense. ("T)he being which is for another is not,...whoever thinks illogically will imagine that whatever is a being for another is,..."¹¹⁸ Johannes explains further:

This being of woman (for the word existence is too rich in meaning, since woman does not persist in and through herself ⁵⁸) is rightly described as charm, an expression which suggests plant life; she is a flower,...¹¹⁹

footnote ⁵⁸ - S.K. is playing on the original meaning of ex-sisto, "appear, come forth". Woman does not come forth of herself but of man, from whose rib she was formed.

Just as Eve was dependent upon Adam for her being, so woman is dependent upon others and her relationship to others for her being. She is derived from man and so she is not complete unless she has a relationship to him.

It was stated above that the Seducer takes advantage of a young girl's natural characteristics and pattern of development and therefore does not want them interfered with or altered by others. This applies
to her nature as a being for another as well. He writes, "But what enjoyment can there be in love if there is not the most absolute self-surrender, at least on one side?" He is counting upon her devotional nature for his enjoyment.

In the chapters that follow, it will be shown that man’s absoluteness and woman’s relativity are assumed and asserted by representatives of the ethical and religious spheres of existence and by S.K. himself.

**Woman and the religious**

In books and journal entries dealing with the ethical and religious spheres of existence, there are many statements made about woman and the religious. In the words depicting the aesthetic sphere of existence, there is only one discussion of the subject by one of the speakers. That discussion is important, however, and is a precursor of the discussions that will follow in the ethical and religious works. In this and other discussions of woman and the religious, it will be said that woman "leaps" directly from the aesthetic to the religious. Man, by contrast, must make his way to the religious through the intermediary of the ethical (the second of S.K.'s three spheres of existence).

Johannes the Seducer says of Cordelia:

She must discover the infinite, experience what it is that lies nearest to man. This must she discover, not by the way of thought, which for her is the wrong way, but in imagination, which is the real mode of communication between her and man; for what is but a part with man, is the whole with woman. Not by the toilsome labour of thought should she work toward the infinite, for woman is not born for intellectual work, but she should grasp it
through imagination and the easy way of the heart. The infinite is just as naturally a part of a young girl as is the conception she holds that all love must be happy. A young girl has above all, wherever she turns, the infinite about her, and the transition is a leap, but, it is well to note, a feminine not a masculine leap. When a man would leap, he first takes a run, makes lengthy preparations, measures the distance with his eye, takes several running starts, becomes afraid, and turns back again. At last he jumps and falls in. A young girl leaps in a different fashion. In mountainous regions one often sees twin peaks towering above the mountain range. A yawning chasm separates them, terrible to gaze down into. No man would dare this leap. A young girl, however, so the mountain folk say, did venture it, and for this reason it is called the Maiden's Leap. I can readily believe it, as I believe everything remarkable about a young girl. And yet, such a leap is for a young girl only a hop, while a man's leap always becomes ridiculous, because however far he straddles, his exertion at once becomes nothing, compared with the distance between the peaks, and yet it acts as a sort of measuring stick.

But who could be so foolish as to imagine a young girl's taking a running start? One can indeed imagine her running; but then the running is itself a game, a pleasure, an unfolding of charm, whereas the conception of a preliminary run separates those things which belong together in a woman. A run, in fact, has its own dialectic, which is contrary to woman's nature. And now the leap; who here dares again to be so ungracious as to separate what there belongs together? Her leap is a floating through the air. And when she has reached the other side, she stands there, not exhausted by the exertion, but more beautiful than ever, instinct with feeling, she wafts a kiss over to us, who stand on this side. Young, new-born like a flower which has shot up from the root of the mountain, she swings out over the abyss so that it almost turns us dizzy.

Several things are of note in the above passage. It is said that both man and woman can and ought to make the transition to the infinite. Man is to do this "by the toilsome labour of thought" whereas woman (who "is not born for intellectual work") ought to
"grasp" the infinite "through imagination and the easy way of the heart." The Seducer expresses this another way by saying that, while the transition to the infinite is a "leap" for both woman and man, there is a feminine and a masculine leap. The "abyss" is the same for both man and woman (the same "yawning chasm" must be leapt over) but the woman's leap gives one the impression that it is easy to accomplish, while the man's

always becomes ridiculous, because however far he straddles, his exertion at once becomes nothing, compared with the distance between the peaks, and yet it acts as a sort of measuring stick.

The feminine leap consists of one graceful and apparently effortless movement while the masculine leap consists of a series of steps.

This idea is echoed in the discussion of Faust.

He [Faust] is a doubter; but as such has all the moments of the positive within himself, for otherwise he is a poor doubter. He lacks the final conclusion; herewith all the moments become negative moments. She, on the contrary, has the conclusion; she has childlikeness and innocence.122

This passage is consistent with the long passage quoted above. Faust's movement to faith consists of a series of steps. He has made many of these steps or is capable of making them, but has gone no further.

"He lacks the conclusion." Margaret, by contrast, "has the conclusion", and has apparently bypassed the steps that Faust is involved in.

We have said that representatives of the ethical and religious spheres will argue that the ethical is not a task for woman. Her transition to the religious consists of a leap from the aesthetic, whereas man must pass through the ethical if he is to reach the religious. These ideas were alluded to in the long passage quoted
above. Another formulation of the idea that the ethical is not a
task for woman is found in Constantine's speech in 'In Vino Veritas'.
He contends that ethical categories do not apply to woman. She (like
Don Juan) cannot be subjected to them. Constantine writes:

One aims at her with the ethical category, one
shuts one's eyes, one thinks of the absolute in
the way of requirements, one thinks the thought
of man, one opens one's eyes, one fixes one's
glance upon the demure little miss upon whom one
is experimenting to see if she meets the specifica-
tions; one becomes uneasy and says to oneself,
'Ah, surely this is jest.' For the jest consists
in applying the category, in subsuming her under
it, because with her the serious never can become
serious...123

He explains further:

There is nothing more dreadful for a man than to
catch himself in the act of twaddling...for to
have been a knave is a thing one can repent of,
not having meant one word of all one said one can
regret, but to have meant all one said, and lo, it
turned out to be twaddle - even repentence turns
away from that in disgust. It is different with
woman. She has a prescriptive right to be trans-
formed in less than twenty-four hours into the most
innocent and pardonable galimatias; far be it from
her candid soul to want to deceive anyone, she
meant all she said, now she says the contrary, but
with the same lovable frankness, for she is ready
to die for the contrary....If in this fashion a man
fizzles out in nonsense, I despise him; if he dupes
me by his shrewdness, I have merely to apply to him
the ethical category and the danger is very insig-
nificant; if the thing is carried too far - well,
then I put a bullet through his head. But to
challenge a woman to a duel - what is that? Who
does not know? It is jest - as when Xerxes gave
orders to have the sea scourged.124

We will recall that Don Juan cannot be subjected to ethical
categories because he is the personification of a force of nature.
He is not a human being possessing reason, moral freedom, and other
distinctly human attributes. Why is it that woman cannot be subjected
to ethical categories? According to Constantine, it is because "with her the serious never can be serious." He explains more fully:

Fair is [woman] and lovely when regarded aesthetically - that no one can deny...regard her ethically, and the thing becomes a jest. Even Plato and Aristotle 49 take it that woman is an incomplete form, that is, an irrational quantity, which perhaps sometime in a better existence might be brought back to male form.125

footnote 49 - Aristotle ascribes to woman "incomplete reflection".

It would seem that woman's lack of reflection or serious thought precludes her involvement in the ethical sphere. This is a conclusion that will be justified more fully in our discussion of the ethical in Chapter Two. Let us turn our attention now to the aesthetes' comments about woman's lack of reflection. Woman's reflectiveness (or lack thereof) will be discussed in works depicting all three spheres of existence. It will also be a subject for comment in S.K.'s Journals.

In all three works depicting the aesthetic sphere of existence, woman's power of reflection is regarded as not as great as that of man's. Some of the aesthetic statements are matter-of-fact; others are derisive. We are told two things with regard to woman's reflection: (1) woman is not as reflective as man, and (2) she ought not to be as reflective as man. This is suggested by 'A' in his discussion of Antigone: "...she does not even know the idea which inspires her, for that would be unwomanly,..."126 The Seducer demonstrates the two points made above in a statement about Cordelia.

Still, how beautiful she is...Her head is a perfect oval, and she bends it a little forward, which makes her forehead seem higher, as it rises pure and proud, with no external evidence of intellectual faculties.127
It is intimated that a woman does not have and ought not have "intellectual faculties". (This is not meant literally. The Seducer surely knows that women have intellectual faculties.) He means by this statement that woman is not characterized by intellectuality and that this is a component of her beauty. The Seducer speaks more directly on the subject of woman's reflection later in his Diary.

Woman chooses, it is true, but if this choice is thought of as the result of a long deliberation, then this choice is unfeminine... Woman is, namely, substance, man is reflection. She does not therefore choose independently; man sues, she chooses.128

In 'In Vino Veritas', we find more derisive comments about women generally. The Young Man speaks matter-of-factly about woman's unreflectiveness ("For I comprehend very well that a woman cannot be so thoroughly reflective,...")129 The Ladies' Tailor is characteristically caustic.

You think perhaps it is only at particular instants that she wishes to be in the fashion; far from it, that is what she wants all the time, and that is her one and only thought. For woman has spirit, but it is about as well employed as the fortune of the Prodigal Son; and woman possesses reflection in an indescribably high degree, for there is nothing so sacred but in the same breath she finds it commensurable with finery is fashion.130

There is another stream of comments in 'the aesthetes' remarks about woman and reflection. This 'stream' intimates that woman is incomprehensible or that her way of thinking differs from the speaker's so greatly that he is not able to follow it. 'A' writes in a discussion of Elvira:

For a woman's dialectic [logic] is remarkable, and only he who has had opportunity to observe, only he can imitate it, whereas even the greatest dialectician who ever lived could speculate himself mad trying to produce it.131
The Ladies' Tailor repeats this idea and makes more disparaging remarks about woman's reflection and the use to which she puts it. "I am a madman, and one must be mad in order to understand her, and if one was not mad before, he must be so when he has understood her." 132

It requires such prodigious reflection to keep track of a woman's reflection that only a man who sacrifices himself to that task is sufficient for it, and then only in case he has a native gift...a woman ought always to swear by fashion, and then her oath would have some force, for fashion after all is the one thing she is able to think together with and in everything else. 133

The aesthetes' assertions that man must be mad in order to understand woman and her logic amounts to the claim that woman's logic or way of thinking differs from man's so markedly that it appears incomprehensible when viewed from the vantage point of male logic.

Constantine also makes the claim that woman appears incomprehensible to him. He also argues that it is woman's lack of "logical consistency" that precludes her involvement in the ethical sphere of existence.

So far as the other sex is concerned, I have my own opinion, or rather: have none at all, since I have very seldom seen a girl whose life could be construed in terms of a category. Generally a woman lacks the logical consistency which is necessary if one is to hold a human being in admiration or in contempt. 134

To hold a person in admiration or contempt is to subject that person to ethical categories. The person who meets the ethical requirements is held in admiration; the person who fails to do so is held in contempt.

It was argued above that because the aesthetes' perspectives were so overwhelmingly and exclusively rational, many things appeared incomprehensible or ridiculous to them. Among these 'things' were
sexual love and its consequences and romantic love in general. Now we see that woman's way of thinking and sometimes woman in her entirety are incomprehensible when viewed only with the eye of logic. Through the aesthetes' assertions that these and other phenomena are incomprehensible, we are warned away from approaching them as they do (armed only with reason and logic). We are told (indirectly) that other modes of knowledge may be necessary to make sense of these and other phenomena. "Other modes of knowledge" may include intuition, imagination and faith. In demonstrating through his pseudonyms that reason and logic are limited, S.K. opens the way for other modes of knowledge.
Footnotes


4. Either/Or, I 93.

5. Either/Or, I 119.


7. Either/Or, I 97.

8. Either/Or, I 96.


12. Either/Or, I 111.


15. Either/Or, I 117.

16. Either/Or, I 100.

17. Either/Or, I 98.


Faust

25. Either/Or, I 204.
27. Either/Or, I 204.
29. Either/Or, I 205.
30. Either/Or, I 205.
31. Either/Or, I 201.
32. Either/Or, I 205.
33. Either/Or, I 205.
34. Either/Or, I 206.
35. Either/Or, I 327.
36. Either/Or, I 203.
38. Either/Or, I 426.
40. Either/Or, I 424.
41. Stages, p. 68.
42. Either/Or, I 208.
44. Either/Or, I 208.

49. Either/Or, I 207.
50. Either/Or, I 207.
51. Either/Or, I 203.
52. Either/Or, I 208.
54. Collins, p. 56.

The aesthetic man and marriage

55. Either/Or, I 29.
57. Either/Or, I 294.
58. Either/Or, I 294.
59. Either/Or, I 400.
60. Either/Or, I 428.
61. Either/Or, I 293.
63. Stages, p. 86.
64. Stages, p. 85.
65. Either/Or, I 427.
67. Stages, p. 83.

The aesthetic men of 'In Vino Veritas'

68. Stages, p. 45.
69. Stages, p. 52.
73. *Stages*, p. 53.
74. *Stages*, p. 56.
76. *Stages*, p. 52.
77. *Stages*, p. 54.
78. *Stages*, p. 54.
82. *Stages*, p. 73.
83. *Stages*, p. 70.
84. *Stages*, pp. 70-1.
85. *Stages*, p. 73.

The model "young girl" versus other girls and women
90. *Stages*, p. 86.
95. Stages, p. 79.
96. Stages, p. 80.
97. Either/Or, I 335.
98. Repetition, pp. 24-5.

A "young girl's" development

100. Either/Or, I 327.
101. Either/Or, I 416.
102. Either/Or, I 425.
103. Either/Or, I 327.
104. Either/Or, I 327-8.
105. Either/Or, I 335.
106. Either/Or, I 205.
108. Stages, p. 81.
110. Either/Or, I 335.

Man is self-contained; woman is relative

111. Stages, p. 61.
112. Stages, p. 61.
114. Stages, p. 64.
115. Either/Or, I 170.
117. Either/Or, I 424-5.
119. Either/Or, I 426.
120. Either/Or, I 331.

Woman and the religious

121. Either/Or, I 386-7.
122. Either/Or, I 207.
123. Stages, p. 61.
125. Stages, p. 67.
126. Either/Or, I 156.
128. Either/Or, I 426.
129. Stages, pp. 59-60.
130. Stages, p. 77.
131. Either/Or, I 197.
132. Stages, p. 76.
133. Stages, p. 79.
134. Repetition, p. 141.
CHAPTER TWO

As Chapter One dealt with the first of S.K.'s three spheres of existence (namely, the aesthetic), so Chapter Two deals with the second (the ethical). S.K. discusses the ethical in at least four pseudonymous works; but for our purposes, two of these works are of especial value. *Either/Or* volume II and 'Observations Upon Marriage' (the second part of *Stages on Life's Way*) will be the focus of our attention. In these works as in those representing the aesthetic sphere of existence, S.K. strove to depict rather than simply describe the sphere under discussion. To this end, he made use of a pseudonym and various other minor characters. The ethical represents an orientation to life that people can and do embrace. S.K. shows us what the ethical life looks like so that we might recognize ourselves and/or others as ethicists. In the course of our discussion of woman, women, and the ethical man; many of the salient features of the ethical will be brought to light.

In Chapter One we asked and answered two questions: (1) How does man relate to woman when he resides in the aesthetic sphere of existence? and (2) how does man regard women and conceive of the nature of woman when he resides in the aesthetic? We began our investigation with the first question (the question of the aesthetic man's relation to woman) because the answer to it was simple rather than complex. (The answer to the second question was a many-faceted one.) In this Chapter, we need to ask and answer the above two questions substituting 'the ethical' for 'the aesthetic'. (How does man relate to and regard woman when he resides in the ethical sphere of existence?) In keeping with our format in Chapter One, we will consider the ethical man's relation to woman...
first.

In Chapter Two, our task is significantly easier than it was in Chapter One. In the last chapter we saw that there were at least six writers and speakers describing for us the aesthetic sphere of existence. Thus there were a variety of viewpoints and, even if a course of action were agreed upon (the aesthetic man would not marry), there were a variety of reasons given for this.

In Chapter Two, there is but one perspective and one speaker. Judge William or 'B' is S.K.'s representative of the ethical sphere of existence. He develops and defends the point of view of the ethical by, in part, responding to statements made in Either/Or I and 'In Vino Veritas'. To begin our discussion of woman and the ethical, let us consider how a man residing in the ethical sphere of existence (Judge William) relates to women, and why.

THE ETHICAL MAN'S RELATION TO WOMAN

The Judge thinks it both natural and right that man and woman marry:

Just because marriage is the central thing, woman must be viewed in relation to that, as man also ought to be, and all talk and reflection about each sex for itself is confused and profane, for what God has joined together, what existence has designed the one for the other, thought also should think together. When a man takes it into his head to keep them apart, it doubtless seems to him to recoil upon woman, whereas in fact he himself becomes quite as ludicrous, a male who with a superior air would ignore a relationship to which existence has bound him no less than woman.

The Judge is unequivocal in his praise of marriage. According to him "it clearly shows its superiority, not only over the single life but over every merely erotic union." Marriage is "the only adequate form
love can take. Judge William defends and elaborates upon these positions by, in part, responding to statements made by 'A' and other aesthetes.

It is the aesthetes' conviction that marriage sounds the death knell for romantic love and the erotic. Indeed, even 'good Christians' may regard romantic love, the erotic, and marriage as not entirely compatible with one another. Judge William endeavours to correct this misconception by arguing that in marriage "the sensuous is by no means renounced but is ennobled." Perhaps it is to 'Christians' in particular that he directs the following: "And how beautiful it is that the God who is spirit loves also the love which is earthly."

...how beautiful it would be if the Christian might venture to call his God the God of love, in such a way as to think therewith of that unspeakably blissful feeling, the eternal force in the world - earthly love.

It is difficult to say who would find the above statements more surprising - the aesthetic figures of Chapter One or the pious 'Christians' who populated the Denmark of S.K.'s time. The Judge is contending that the erotic is not the exclusive property of the aesthetic and that, indeed, it only reaches its fulfillment in the ethical (i.e., in marriage). To those Christians who would remind Judge William of the battle between the spirit and the flesh described in the New Testament, the Judge writes:

Yes, certainly, the God of the Christians is spirit, and Christianity is spirit, and discord is posited between flesh and spirit; but "the flesh" is not sensuousness, it is selfishness, and in this sense even the intellectual which you call "spiritual" may be sensual; for example, if a man takes in vain his intellectual gifts he is carnal.
This interpretation of "sensuality" vindicates what was said in Chapter One about it. We will recall that 'A' spoke rather favourably of Don Juan (sensuousness personified) but that he did not speak so of the "ethically determined seducer". In the popular mind, sensuousness is often regarded as bad in itself and so the seducer who partakes of the sensuous liberally is regarded as bad on that account. "A" contends that the force that is Don Juan cannot be judged ethically because it is a force rather than a human being. Sensuousness per se does not account for 'A' s censure of the seducer. Rather, we (and 'A') judge the seducer to be wrong or bad because of the way in which he partakes of the sensuous. He uses cunning and deceit to satisfy his desire for the sensuous and treats another person as a means to that end rather than as an end in herself. The word "selfish" (used in the passage quoted above) can indeed be used to describe the seducer.

The Judge continues with his discussion of the sensuous and its place in Christianity. (He is directing his remarks to 'A'.)

...it by no means follows that the sensuous is abolished by Christianity. First love has in it the factor of beauty, and the joy and fullness which is found in the sensuous when it is innocent can well be admitted into Christianity. But let us beware of one thing, namely, of a false path which is more dangerous than that which you would avoid - let us not be too spiritual. One cannot, of course, leave it to your whim how you will conceive of Christianity. If your conception were correct, the best thing for us would be to begin as soon as possible with all the self-inflicted torments and annihilation of the body which we learn about in the excesses of mysticism. Even health would be a suspicious circumstance. I doubt very much, however, if any pious Christian would deny that he may well pray to God to preserve his health, to the God who went about healing the sick.
It would seem that the aesthete to whom the Judge addresses himself has an erroneous view of Christianity. If Christianity were in fact as opposed to the physical as the aesthete thinks it is, then his remaining in the aesthetic would be more understandable and defensible. The Judge reminds him (and us) of the true nature of Christianity. It not only does not denounce the physical but positively affirms it. The Judge makes the same point in a statement about woman: "It would be very difficult to convince a woman that earthly love in general might be sin, since by this affirmation her whole existence is destroyed in its deepest root." 

It is the Judge's conviction that "love is no marriage, neither is a resolution alone a marriage." Rather, "there must be a resolution superadded to love." To those who think that a resolution is sufficient for marriage (that one can marry for a purely practical reason or reasons and not for love), the Judge writes:

Sensuous love has only one transfiguration in which it is equally aesthetic, religious and moral - and that is love. Common-sense calculation makes it just as unaesthetic as it is religious, because the sensuous element does not receive its due in immediacy.

The Judge addresses most of his comments, however, to those who would do without the resolution and just have love (in other words, to the aesthetes). To them he writes, "It is an insult to love not to let marriage join in, as though love were something so "immediate" that it could not be made taut by a resolution."

You would have it that either obscure powers or caprice are the constituent factors of love. As soon as consciousness comes forward to join them this enchantment vanishes. But this consciousness is conjugal love.
Despite the fact that some of the aesthetes regard themselves as connoisseurs of romantic love, the Judge questions the aesthetic interpretation of love.

...all this slenderness and plumpness, and the eyebrow and the flash of the eye, do not constitute love, still less a marriage and only in marriage does love find its true expression, apart from this it is seduction and coquetry.\(^\text{15}\)

The following constitutes the Judge's perception of the seducer and of those men who exalt romantic love but avoid marriage:

There has always been a great run on love, and as little as "the nannygoat grows weary of nibbling the green shoots" do certain people grow weary of seeking and wishing for the miracle of love... Even the seducer allows love to stand as a thing he cannot bestow upon himself... but the demoniacal spirit within him causes him with demoniacal resolution to resolve to make the enjoyment as short, and in this way, so he thinks, as intense as possible. By reason of this demoniacal resolution the seducer is actually great in an evil sense, and without this resolution he is not actually a seducer.\(^\text{16}\)

Again we see that the sensuous itself does not constitute the problem or evil of seduction but, rather, the seducer's resolution about the sensuous is the problem.

The Judge not only addresses the seducer and men like him but those who scorn women and avoid romantic involvement with them.

...there is one thing marriage does not understand, even though, as was observed, it is mitigated by jest; marriage does not understand jest, and in addition to the bad resolution of the seducer there is also another opposite to the good resolution, namely, flight and evasion.\(^\text{17}\)

To summarize, the Judge's stance on marriage is directly opposite to that of the aesthetes. He asserts that "it is the duty of every man to marry."\(^\text{18}\) He argues that "existence has designed" the sexes "the one
for the other" and so it is natural and good that men and women enter into the relation of marriage.

The Judge argues further that romantic love and the erotic are by no means annulled in marriage but brought to fulfillment. Indeed, marriage is a synthesis of love or immediacy and resolution (a free act of the will). A union lacking one of these components is no marriage.

Despite the Judge's strong commendation of marriage, he maintains that there is such a thing as a "justified exception to the universal." Now marriage is the universal in that it is what men and women generally do. (We have seen that, according to the Judge, human beings are constituted in such a way that it is natural and good (i.e., beneficial) that they marry.) Marriage involves subjecting the particular to the universal (expressing the particular love in a universal way.) This constitutes a challenge for the individual, a challenge that the aesthete is reluctant to meet. (Recall the aesthete's assertion that marriage "follow[s] the public highway" while "love prefers to blaze its own way".) The subjecting of the particular to the universal involves nothing less than a leap, but a leap that makes one free. The Judge maintains that in doing one's duty, in expressing the universal rather than the particular, one becomes conscious of "the eternal validity of (one's) being."

Marriage is not the only universal, of course. "Laws, norms, and social expectations" that extend to all people are universals, and it is the point of view of the ethical that one ought to bring one's life into conformity with these norms. The ethical person doesn't express the universal arbitrarily, half-heartedly, or by chance, but embraces the challenge to express the universal with eyes wide open. To quote Regis Jolivet, "The ethicist...has morality as the chief principle of
his conduct and the ultimate end of his activity, (and) aims above all at obedience to duty." The Judge is sensible of having several duties (several areas in his life where he is called upon to express the universal rather than the particular) but he is especially enthusiastic about his fulfillment of the duty of marriage. In the works depicting the ethical sphere of existence, marriage is used as an example of an ethical act.

We said above that the Judge thinks there is a "justified exception to the universal." It is clear that he regards the aesthetes as "unjustified" exceptions to the universal. Both the "bad resolution" of the seducer and the "flight and evasion" of those aesthetes who avoid romantic involvement with women are the "opposite of the good resolution" of marriage. How does one distinguish, then, between the justified and unjustified exception to the universal?

The Judge asserts that "Every human existence which would not be twaddle (and no man should wish to be that) dare not forego the universal, except by virtue of a resolution..." To will to marry can be termed a positive resolution. To will not to marry can be termed a negative resolution. What the Judge expressly condemns is the failure to realize the universal with no resolution at all. "Everyone who not only remains unmarried but remains so without a resolution - his course through life it is not worth while to follow." The Judge says of the justified exception that after the breach with the universal has been brought about (in other words, after a person has resolved not to realize the universal),
...he shall love life; if he became hostile to life, then he is unjustified, for the fact that he is an exception does not render less beautiful that from which he is excepted.23

...he must not feel himself higher than the universal, but more lowly, he must a tout prix want to remain within the universal, because he is really in love.24

Despite the "justified exception's" positive attitude toward that "from which he is excepted" his resolution not to realize the universal is in fact a difficult one. "A negative resolution is always much more labourious than a positive one, it cannot become habitual, and yet it must always be maintained."25 It would seem that the one who resolves not to marry is condemned to walk a fine line between excessive spirituality and physical excesses. Of the justified exception, the Judge writes:

...he must so comprehend the breach as to understand that he...is now cast out into new perils and the most awful of mortal dangers...where the sword of Damocles hangs above his head if he looks toward heaven, where the traps of temptation try to catch his feet if he looks toward the earth...He is a rebel against the earthly; and the physical, which when it is on good terms with the spiritual is a staff of support, as time is also, has become his enemy; for the physical has become a serpent to him, and time has become the instant of the bad conscience. He supposes that it is so easy to triumph over the physical; yes, that is so when one does not incite it by wanting to destroy it...one constructs with psychological accuracy the catastrophe of Faust, who precisely by wanting to be sheer spirit succumbs to the wild rebellion of the physical. Woe to him who is thus solitary! He is deserted by the whole of existence...and every minute the sudden can overwhelm him with its terrors.26

The justified exception must struggle to maintain a proper attitude toward that which he has renounced. This is especially difficult in light of the fact that he is to live without its comfort and support. By his
resolution not to realize the universal, the individual has declared war upon human existence, hence there is no instant when he is through with it. The mystic also has an uncomfortable relationship with the world in which he lives. Judge William confesses to "an aversion to mysticism", for he sees in the mystic a tendency to "disdain the reality of existence to which God has assigned him."

In Chapter Three it will be shown that S.K. was aware of himself as the exception to the universal. Throughout most of his life, he strove to fulfill the requirements of the justified exception. During the last two years of his life, however, S.K.'s opinions on the universal and the exception to the universal of marriage changed dramatically. We will see that, throughout S.K.'s authorship, his opinions on marriage and religious celibacy were decisive for his opinions on woman.

THE ETHICAL MAN'S CONCEPTION OF WOMAN

We have seen that, according to Judge William, man relates to woman through marriage when he resides in the ethical sphere of existence. There are undoubtedly other kinds of ethical relationships (relationships characterized by love, duty, and resolution), but the Judge focuses upon this one. The ethical relationship is both "immediate" and free.

We can now turn our attention toward the second question that this chapter poses, namely, how does man regard woman when he resides in the ethical sphere? The answer to this question is a many-faceted one. We will begin with a discussion of woman's beauty.
"Woman's beauty increases with the years"

Judge William responds to the aesthetes' statements about a 'young girl's beauty. It will be recalled that the aesthetes regarded a 'young girl's' adolescence (the period before she marries) as the most beautiful period of her life. The Judge makes reference to the aesthetes' ideas on the subject before presenting his own:

Alas, even honest men have helped to give currency to the tragic mistake which reckless young girls accept, unfortunately, with only too much eagerness, without reflecting that it means despair: that woman's only beauty is the first beauty of youth, that she blooms but once, that this instant is the season of love... 29

Judge William too regards a woman in her youth as beautiful but he has a different understanding of woman's beauty and her development. Of the 'young girl' whose beauty is extolled by the aesthetes, the Judge writes, "...a young girl is a phantom, one scarcely known whether she belongs to reality or is a vision. And is this to be the loftiest attainment? Yes, let phantoms believe it." 30

The Judge's opinion of woman's beauty is summarized by him in the following way:

But fair as the first beauty is, it is nevertheless not the truth, it is a husk, a mantle, out of which, only in the course of years, the true beauty develops before the husband's grateful eyes...my assumption is that woman becomes more beautiful with the years. 31

The Judge intimates that a woman's "true" beauty may not be apparent to those who do not know her or to those who fail to observe her carefully. A woman's first beauty, though genuine, is superficial. It is not as deep, as true, as enduring as the beauty that reveals itself in the actions of the wife and mother. Despite the fact that the "true"
beauty does not resemble to any great extent the "first beauty" (the beauty that the aesthetes regard as 'real'), it is, nevertheless, genuine beauty. The Judge writes:

Woman as a bride is more beautiful than as a young girl, as a mother she is more beautiful than as a bride, as a wife and mother she is a good word spoken in due season, and with the years she becomes more beautiful. The beauty of the young girl is evident to many, it is more abstract, more extensive. Hence they flock around her, the pure and the impure. Then the deity brings him who is her lover. He sees indeed her beauty, for one loves the beautiful, and that is to be understood as identical with this, that loving is seeing the beautiful. Thus it is that the beautiful passes unnoticed under the nose of reflection. From now on her beauty becomes more intensive and concrete. The wife has no flock of adorers, she is not even beautiful, she is only beautiful in her husband's eyes. In the degree that this beauty becomes more and more concrete, she becomes less and less easy to appraise by ordinary standards of gauging and sorting. Is she for this reason less beautiful?...Is it an imperfection in the flowers of the field, as in all of the works of God, that for microscopic observation it becomes finer and finer, more and more delicate, more and more charming?32

In another passage describing the "old woman", we are told that she is more beautiful than the mother "who brings to birth by the force of nature". The...

...decrepit old woman...brings thee to birth again by her solicitous care...she has attained the solution of life which is called dissolution, yea, she herself is the solution, audibly and visibly.33

It would seem that the old woman "by her solicitous care" is the model for both men and women. "[S]he has attained the solution of life."

The Judge attacks the aesthetic conception of feminine beauty on yet another front. In this discussion of 'the beautiful', we again encounter the idea that woman is a being for another. 'B' writes to 'A':
In case you were present here with me I would beg you to give me a definition of the beautiful in order that I might make a beginning. Since you are not present I will take the liberty of attaching my argument to the definition you are accustomed to give: "The beautiful is that which has its teleology in itself." You take as illustration a young girl, you say, "She is beautiful, joyful, carefree, perfect harmony complete in itself; and it is stupid to ask why she exists, for she has her teleology in herself." I shall not annoy you by questioning whether the young girl is really profit by having her teleology only in herself, or whether you, being granted the opportunity of expounding to her your view of the divine character of her existence, would not flatter yourself that she might at last make a mistake and believe that she existed for the sake of listening to your insinuations. You regard nature and find it equally beautiful and are ready to anathematize—every finite view of it. Nor shall I torment you here by inquiring whether it is not essentially characteristic of nature to exist for something else.34

'A' defines the beautiful as that which has its teleology in itself. He offers art, nature, and 'young girls' as examples of 'things' that have their teleology in themselves. The Judge refers to the notion that a 'young girl' has her teleology in herself as an "illusion".35 We find, however, that 'B' is in agreement with the Seducer on at least one point. Recall that, according to the Seducer, woman's "category" is that of "being for another." "Woman shares this category with Nature, and, in general, with everything feminine." The Judge inquires in the passage above "whether it is not essentially characteristic of nature to exist for something else."

The Judge argues that, in a sense not meant by 'A', a woman really does have her teleology in herself.
The individual has his teleology in himself, has inner teleology, is himself his teleology. His self is thus the goal towards which he strives... the individual is seen to be higher than every relationship in which he stands. But from this it by no means follows that he is not in this relationship, nor can anything tyrannical be discerned in this, inasmuch as the same thing is true of every individual. I am a married man, and you know that I have the profoundest respect for this relationship, and I know that I humble myself under it lovingly: and I know that in another sense I am higher than this relationship; but I know also that in exactly the same sense this is the case with my wife ... 36.

A woman has her teleology in herself in so far as she is an individual human being. This is the point of view of the ethical.

Before leaving the subject of beauty and the various phases in a woman's life, we can again bring up the subject of motherhood. The Judge regards children as a blessing (as the aesthete does not). He also maintains that through children, man becomes a relativity. (The aesthetic writers and speakers regarded man as an absolute and woman as a relativity.)

If a married man were to say that the perfect marriage is one where there are no children, he would be guilty of the same misunderstanding as the philosophers. He makes himself the absolute, and yet every married man will feel that this is untrue and unbecoming, and that the fact that he himself becomes a relativity, as he does by means of the child, is far more true. 37

The Judge also extols mothers, motherhood, and mother-love through illustrations and descriptions. The following is but one of the Judge's odes to motherhood.*

*Other significant references to motherhood in the ethical works include Either/Or II 75; Stages on Life's Way, pp. 136, 137, 139.
...it is only the married man who has the open eye for the beautiful achievements of motherliness; he has at the same time the genuine sympathy which is fashioned out of seriousness in appreciating the infinite significance of the task, and of joy in existence which prompts him to make discoveries, though the joy does not on this account break out exactly in words and jubilation. 38

To conclude our discussion of the ethical man's conception of woman's beauty, we can quote another representative of the ethical sphere of existence. Johannes Climacus, the pseudonymous author of Concluding Unscientific Postscript, notes that "Where Johannes the Seducer ends, there the Judge begins: that woman's beauty increases with the years." 39 The aesthete extolls the beauty of a 'young girl'. He regards her beauty as the highest that a woman possesses. The Judge, by contrast, regards the 'young girl' as a "phantom". She becomes more beautiful as she becomes more concrete (as she realizes or actualizes some of the possibilities in her life.) Thus it is that "Woman as a bride is more beautiful than as a young girl, as a mother she is more beautiful than as a bride,..." As woman brings her life into conformity with the universal (becomes a bride, becomes a mother), she becomes more beautiful. This is the point of view of the ethical.

"Woman explains finiteness"

Judge William, as S.K.'s spokesperson for the ethical sphere of existence, makes a number of statements about women and the nature of woman. One of his most important contributions to the subject under discussion is the idea that "woman explains finiteness".
In general, woman has an innate talent, a primitive gift, and an absolute virtuosity for explaining finiteness. When man was created he stood there as the master and lord of all nature; nature's pomp and spendour, the entire wealth of finiteness awaited only his beck and call, but he did not comprehend what he was to do with it all. He looked at it, but it was as though at the glance of the spirit everything vanished, he felt as though if he were to move he would with one step be beyond it all. Thus he stood, an imposing figure, thoughtfully absorbed in himself, and yet comical, for one must indeed smile at this rich man who did not know how to use his wealth— but also tragic, for he could not use it. Then was woman created. She was in no embarrassment, she knew at once how one had to handle this affair; without fuss, without preparation, she was ready at once to begin. This was the first comfort bestowed upon man.\[40\]

In the above passage, the word 'finiteness' is used to designate the material world. It is this world (the world that we see and hear and touch) that woman is said to "explain". The Judge elaborates on this theme in the following two passages.

A woman comprehends finiteness, she understands it from the bottom up, therefore she is beauteous (essentially regarded, every woman is beauteous), therefore she is charming (and that no man is), therefore she is happy (happy as no man is or should be), therefore she is in harmony with existence (as no man is or should be). Therefore one may say that her life is happier than that of man; for finiteness can perhaps make a human being happy, infinitude as such can never do so. She is more perfect than man, for surely one who can explain something is more perfect than one who is in pursuit of an explanation. Woman explains finiteness, man is in chase of infinitude.\[41\]
The Judge continues:

Let man give up the claim to be the lord and master of nature, let him yield this place to woman, she is its mistress, it understands her, and she understands it, every hint of hers it follows. For this reason she is everything to man, for she bestows upon him finiteness, without her he is an unstable spirit, an unhappy creature who cannot find rest, has no abiding place...Hence it is, as I have already remarked, that the Scripture does not say that a maiden shall leave father and mother and cleave unto her husband (as might be expected, since the woman is in fact the weaker who seeks refuge in man); no, it says, "A man shall leave his father and mother and shall cleave unto his wife for in so far as she gives him finiteness she is stronger than he."42

Several phrases contained in the above passage put us in mind of what was said in Chapter One. The statement "(woman) is everything to man" reminds us of the many times that a woman is denounced by an aesthete for being 'nothing in herself, nothing for him'. The implication is that woman can and ought to be everything to man. This she apparently is by 'explaining' or 'giving him' finiteness. This point is again made in a statement following the Judge's description of the creation of woman: "(Woman) wanted only to be a comfort to (man), to make up for his lack (a lack which she did not comprehend, having no suspicion that she was supplying it)..."43 Woman 'supplies' man's lack by bestowing upon him finiteness.

It should also be noted that the Judge's description of the "unstable spirit", the "unhappy creature who cannot find rest" is reminiscent of A's description of Faust. The Judge would say that at least part of Margaret's attractiveness for Faust consisted in her ability to "explain finiteness".

We can make some general comments about the Judge's statements on
this subject thus far. The Judge is convinced that the sexes are complementary in the following important way: "woman explains finiteness" while "man is in chase of infinitude". Because man is oriented to or in search of infinitude, he is not as at home in the world as woman is. If we were to draw a picture of man based upon the Judge's description of him, we might portray him standing in the world but gazing far out into space. With his eyes fixed on "infinitude", we might say that he is characterized by 'farsightedness'. A consequence of this is that he has difficulty with objects 'up close', that is, with "finitude". Woman, by contrast, is at home in the world. She is more characterized by 'nearsightedness' than man is and so functions well in "finitude". She 'supplies man's lack' by 'bestowing upon him finiteness.'

The Judge would undoubtedly assert that woman is dependent upon man and his special qualities. It is important to note, however, that he hardly bothers to do this. He expends most of his energies trying to convince his (male) readers (and especially the aesthetes) that man is dependent upon woman and her 'genius'. Indeed, he regards the aesthetes' failure to acknowledge this as part of their problem. (The Judge repeatedly urges his aesthetic friend to "have a little more reverence for woman".)

In the same way that woman "explains finiteness", Judge William asserts that she explains time. To his aesthetic friend, the Judge writes:

*I am indebted to Prof. H.A. Nielsen for the imagery of vision used in this context.
One may be as intelligent as you please, one may be industrious, one may be enthusiastic for an idea, there come moments, nevertheless, when time becomes a bit long. You so often deride the other sex. I have often admonished you to desist. Regard, if you will, a young girl as an incomplete being; I should like to say to you, however, "My good wise man, go to the ant and become wise, learn from a girl how to make time pass, for in this she has an innate virtuosity." Perhaps she has no conception such as man has of severe and persistent labour, but she is never idle, is always occupied, time is never long for her.45

Woman's "innate virtuosity" for making time pass is a function of her "absolute virtuosity for explaining finiteness." Woman "stands on good terms with time"46 because she is so at home in finitude. Man, by contrast, is at odds with time and finitude. This is to be explained by the 'fact' that he is "in chase of infinitude."

We can recall what was said of the justified exception to the universal:

He is a rebel against the earthly; and the physical, which when it is on good terms with the spiritual is a staff of support, as time is also, has become an enemy; for the physical has become a serpent to him, and time has become the instant of the bad conscience. (See footnote 26)

Man is not ordinarily on "good terms" with time or conversant in the ways of the finite but through an association with woman, man is reconciled with time and has finiteness bestowed upon him. Given all that Judge William has said about man and woman thus far, we can see that marriage brings about a synthesis of the finite and the infinite, the physical and the spiritual, the temporal and the eternal, and love (immediacy) and resolution (freedom). Both man and woman benefit from the relation of marriage.

Woman has traditionally been associated with the finite, the
years (Testing 2), three years (Testing 3), and four years (Testing 4) after the initial assessment.

The subjects were divided into two groups based on their scores on the Metropolitan Achievement Test (MAT) at initial testing. Normal readers had a centile score of 50 or above on the Reading subtest of the MAT and a centile score of 60 or above on either the Word Knowledge or Word Discrimination subtests of the MAT. Subjects in the DR group had a centile score of 30 or below on the Reading subtest of the MAT and a centile score of 35 or below on either the Word Knowledge or Word Discrimination subtests. The Full Scale IQ range on the Wechsler Intelligence Scale for Children (WISC) was 91-117 for the NR group and 91-114 for the DR group. (A detailed breakdown of the Verbal IQ, Performance IQ, and Full Scale IQ values for both the DR and NR groups at each of the four times of testing can be found in Table 1 and Table 2 of the Results section.)

Variables

At each time of testing, each subject was administered the WISC, the Reading, Spelling, and Arithmetic subtests of the Wide Range Achievement Test (WRAT), the Metropolitan Achievement Tests (MAT - Primary II Battery, Form A; Elementary Battery, Form A; Intermediate Battery Partial, Form A; Intermediate Battery Partial, Form B), the Peabody Picture Vocabulary Test (PPVT), and a battery of neuropsychological tests. For the purposes of the present
investigation, the following neuropsychological measures were utilized:

1. Halstead Category Test (Reitan & Davison, 1974)
2. Tactual Performance Test (Reitan & Davison, 1974)
3. Finger Oscillation (Tapping) Test (Reitan & Davison, 1974)
4. Foot Tapping Test (Knights & Moule, 1967)
5. Sensory-Perceptual Examination (Reitan & Davison, 1974)
6. Halstead-Wepman Aphasia Screening Test (Reitan & Davison, 1974)
7. Tests for Lateral Dominance (Harris, 1947; Miles, 1929)
8. Strength of Grip - Dynamometer (Reitan & Davison, 1974)
9. Writing Speed/Name Writing Test (Reitan & Davison, 1974)
10. Maze Test (Klove, 1963; Knights & Moule, 1968)
11. Graduated Holes Test (Klove, 1963; Knights & Moule, 1968)
12. Grooved Pegboard Test
13. Auditory Closure Test
14. Sentence Memory Test
15. Verbal Fluency Test
16. Speech Sounds Perception Test
17. Seashore Rhythm Test
18. Target Test (Reitan & Davison, 1974)
19. Trail Making Test - Part A
   - Part B

It should be noted that, for the purposes of the present study, the Arithmetic subtest of the Wide Range Achievement Test was not utilized as a variable.

Procedure

For Study 1 (initial testing), a number of male students in each school were given the MAT. Those who met the MAT selection criteria described previously were given the WISC. Normal readers and disabled readers were chosen, based on the MAT criteria, WISC Full Scale IQ criteria, and age pairings stated previously. Normal readers were selected, whenever possible, who obtained average (as opposed to above-average or superior) scores on the WISC Full Scale IQ (i.e., IQ = 100) measure and also on the MAT Reading subtest (i.e., %ile = 50). In Studies 2, 3, and 4, the MAT was administered to all subjects in each school in group sessions. The individual testing began after completion of the MAT session.

One to four experienced psychometrists administered the battery of neuropsychological tests, as well as some other more "experimental" measures. For the purposes of the present research, the following variables were not analyzed:

1. Matching Pictures Test (Reitan & Davison, 1974)
2. Individual Performance Tests (Reitan & Davison,
3. Colour Forms Test (Reitan & Davison, 1974)
4. Progressive Figures Test (Reitan & Davison, 1974)
5. Underlining Test (Doehring, 1968; Rourke & Gates, 1980; Rourke & Orr, 1977; Rourke & Petruskas, 1977)
6. Right-Left Awareness Test (Piaget, 1928)
7. Thurstone Reversals Test (Doehring, 1968)
8. Rhymes Test (Doehring, 1968)

Each of the measures was administered at each of the four times of testing in an essentially random order. The psychometrists were not informed of the MAT scores of any of the subjects and each tested approximately the same number of subjects in the NR and DR groups.
CHAPTER III
RESULTS

The means and standard deviations for the variables used in the present study are contained in Table 1. This table contains the data for the disabled readers/spellers (DR) group. For comparison purposes, the available data for the normal readers/spellers (NR) group are contained in Table 2. Table 3 contains the available normative data for the approximate age ranges at each time of testing. Table 4 contains the average level of phonetic accuracy over all four times of testing for each group (i.e., DR and NR). From this table, it can be seen that these two values are significantly different. That is, the NR group obtained a significantly higher average level of phonetic accuracy than did the DR group.

Hypothesis 1

In order to describe the neuropsychological profile characteristics of the disabled readers/spellers and of the normal readers/spellers, the neuropsychological variables were divided into the following categories:

1. WISC Verbal 6 variables
### Table 1
Means and Standard Deviations for the Disabled Reader/Speller Group for Testings 1, 2, 3, and 4

<table>
<thead>
<tr>
<th>Variable</th>
<th>Testing 1</th>
<th>Testing 2</th>
<th>Testing 3</th>
<th>Testing 4</th>
</tr>
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<td>S.D.</td>
<td>Mean</td>
<td>S.D.</td>
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<td>4.90</td>
<td>44.70</td>
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*See Definitions on following page.

Hamilton norms are presented for comparison purposes only. In all analyses performed in the present study, the values for the U.S. norms were utilized.
Definitions:

Aphasia Total Errors (Minus Dyspraxia Errors)
Testing 1 Total Errors = Anomia + Dysgraphia +
Dyslexia + Dyscalculia +
Body Orientation + Right-
Left Discrimination Errors

Testings 2-4 Total Errors = Anomia + Spelling +
Dysgraphia + Dysarthria +
Dyslexia + Dyscalculia +
Auditory Agnosia Errors

Sensory-Perceptual Errors (Right hand and Left hand)
Testing 1 Total Errors = Finger Agnosia + Fingertip
Symbol Writing +
Asteoreognosis-for Forms
Errors

Testings 2-4 Total Errors = Finger Agnosia + Fingertip
Number Writing +
Asteoreognosis for Coins
Errors

Grooved Pegboard Test (Right hand time)
Testing 1 Rows 1 and 2 only

Testings 2-4 All rows
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<tr>
<th>Variable</th>
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<td>107.87</td>
<td>10.56</td>
<td>103.17</td>
<td>15.62</td>
</tr>
<tr>
<td>MRT Spelling Grade (U.S. norms)</td>
<td>77.70</td>
<td>16.59</td>
<td>75.83</td>
<td>15.77</td>
</tr>
<tr>
<td>MRT Spelling Grade (Hamilton norms)</td>
<td>3.88</td>
<td>0.96</td>
<td>6.05</td>
<td>3.31</td>
</tr>
<tr>
<td>MISC Verbal IQ</td>
<td>102.87</td>
<td>10.24</td>
<td>109.22</td>
<td>9.46</td>
</tr>
<tr>
<td>MISC Performance IQ</td>
<td>111.04</td>
<td>9.13</td>
<td>114.70</td>
<td>11.31</td>
</tr>
<tr>
<td>MISC Full Scale IQ</td>
<td>107.35</td>
<td>6.91</td>
<td>113.09</td>
<td>9.16</td>
</tr>
<tr>
<td>MISC Information Scaled Score</td>
<td>10.26</td>
<td>2.66</td>
<td>10.70</td>
<td>2.29</td>
</tr>
<tr>
<td>MISC Comprehension Scaled Score</td>
<td>9.70</td>
<td>2.66</td>
<td>10.78</td>
<td>2.17</td>
</tr>
<tr>
<td>MISC Similarities Scaled Score</td>
<td>10.74</td>
<td>2.86</td>
<td>11.96</td>
<td>2.89</td>
</tr>
<tr>
<td>MISC Arithmetic Scaled Score</td>
<td>12.04</td>
<td>2.73</td>
<td>12.39</td>
<td>2.63</td>
</tr>
<tr>
<td>MISC Vocabulary Scaled Score</td>
<td>9.43</td>
<td>2.48</td>
<td>11.74</td>
<td>2.57</td>
</tr>
<tr>
<td>Peabody Picture Vocabulary Test IQ</td>
<td>107.65</td>
<td>10.06</td>
<td>112.04</td>
<td>10.92</td>
</tr>
<tr>
<td>Auditory Closure Test (Number Correct)</td>
<td>13.43</td>
<td>3.42</td>
<td>16.17</td>
<td>3.87</td>
</tr>
<tr>
<td>Verbal Fluency Test (Average Number of Words)</td>
<td>6.61</td>
<td>2.69</td>
<td>8.67</td>
<td>1.99</td>
</tr>
<tr>
<td>Sentence Memory Test (Number Correct)</td>
<td>12.30</td>
<td>1.99</td>
<td>14.70</td>
<td>2.46</td>
</tr>
<tr>
<td>Aphasia Total Errors (Kinna Dyspraxia Errors)</td>
<td>1.04</td>
<td>0.95</td>
<td>4.30</td>
<td>2.03</td>
</tr>
<tr>
<td>Sensory-Perceptual Errors (Right hand)</td>
<td>3.39</td>
<td>2.28</td>
<td>8.83</td>
<td>5.52</td>
</tr>
<tr>
<td>Sensory-Perceptual Errors (Left hand)</td>
<td>3.61</td>
<td>2.62</td>
<td>9.64</td>
<td>4.41</td>
</tr>
<tr>
<td>Grooved Pegboard Test (Right hand Time)</td>
<td>26.96</td>
<td>7.22</td>
<td>74.26</td>
<td>10.29</td>
</tr>
<tr>
<td>Finger Tapping Test (Right hand Score)</td>
<td>30.10</td>
<td>4.43</td>
<td>33.92</td>
<td>4.68</td>
</tr>
<tr>
<td>Phonetic Accuracy Level</td>
<td>63.35</td>
<td>14.76</td>
<td>73.43</td>
<td>11.93</td>
</tr>
</tbody>
</table>
### Table 3

Means and Standard Deviations for the Normative Group (approximate age ranges at each time of testing)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Ages 7-8</th>
<th>Ages 9-10</th>
<th>Ages 10-11</th>
<th>Ages 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Reading Standard Score</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>MAT Reading Percentile</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>MAT Word Knowledge Standard Score</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>MAT Word Knowledge Percentile</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>WRAT Reading Standard Score(U.S. &amp; Can.norms)</td>
<td>100.00</td>
<td>15.00</td>
<td>100.00</td>
<td>15.00</td>
</tr>
<tr>
<td>WRAT Reading Percentile</td>
<td>50.00</td>
<td>---</td>
<td>50.00</td>
<td>---</td>
</tr>
<tr>
<td>WRAT Reading Grade (U.S. norms)</td>
<td>3.00</td>
<td>8.70</td>
<td>6.40</td>
<td>6.90</td>
</tr>
<tr>
<td>WRAT Spelling Standard Score(U.S. &amp; Can.norms)</td>
<td>2.40</td>
<td>4.30</td>
<td>6.00</td>
<td>---</td>
</tr>
<tr>
<td>WRAT Spelling Percentile</td>
<td>50.00</td>
<td>---</td>
<td>50.00</td>
<td>---</td>
</tr>
<tr>
<td>WRAT Spelling Grade (U.S. norms)</td>
<td>3.10</td>
<td>5.40</td>
<td>5.90</td>
<td>6.30</td>
</tr>
<tr>
<td>WISC Verbal IQ</td>
<td>2.40</td>
<td>4.30</td>
<td>---</td>
<td>6.10</td>
</tr>
<tr>
<td>WISC Performance IQ</td>
<td>100.00</td>
<td>15.00</td>
<td>100.00</td>
<td>15.00</td>
</tr>
<tr>
<td>WISC Full Scale IQ</td>
<td>100.00</td>
<td>15.00</td>
<td>100.00</td>
<td>15.00</td>
</tr>
<tr>
<td>WISC Information Scaled Score</td>
<td>100.00</td>
<td>15.00</td>
<td>100.00</td>
<td>15.00</td>
</tr>
<tr>
<td>WISC Comprehension Scaled Score</td>
<td>10.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>WISC Similarities Scaled Score</td>
<td>10.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>WISC Arithmetic Scaled Score</td>
<td>10.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>WISC Vocabulary Scaled Score</td>
<td>10.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Peabody Picture Vocabulary Test IQ</td>
<td>100.00</td>
<td>15.00</td>
<td>100.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Auditory Closure Test (Number Correct)</td>
<td>7.80</td>
<td>4.00</td>
<td>13.40</td>
<td>4.00</td>
</tr>
<tr>
<td>Verbal Fluency Test (Average Number of Words)</td>
<td>7.26</td>
<td>2.80</td>
<td>9.21</td>
<td>2.80</td>
</tr>
<tr>
<td>Sentence Memory Test (Number Correct)</td>
<td>12.75</td>
<td>2.30</td>
<td>14.60</td>
<td>2.30</td>
</tr>
<tr>
<td>Aphasia Total Errors (Minus Dyspraxia Errors)*</td>
<td>1.62</td>
<td>1.71</td>
<td>4.71</td>
<td>1.15</td>
</tr>
<tr>
<td>Sensory-Perceptual Errors (Right hand)</td>
<td>---</td>
<td>NOT AVAILABLE</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Sensory-Perceptual Errors (Left hand)</td>
<td>---</td>
<td>NOT AVAILABLE</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Grooved Pegboard Test (Right hand)</td>
<td>43.00</td>
<td>10.00</td>
<td>74.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Finger-Tapping Test (Right hand Score)</td>
<td>26.55</td>
<td>4.50</td>
<td>34.82</td>
<td>4.50</td>
</tr>
<tr>
<td>Phonemic Accuracy Level</td>
<td>---</td>
<td>NOT AVAILABLE</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

*Approximate values

Table 4

Phonetic Accuracy - Average Level Over all Four Testings

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR Group</td>
<td>53.04</td>
<td>15.15</td>
</tr>
<tr>
<td>NR Group</td>
<td>70.70</td>
<td>9.77</td>
</tr>
</tbody>
</table>

$t = 3.55 \quad p < .001$
2. WISC Performance and Target Test
   (Visual-spatial) 6 variables
3. Achievement 7 variables
4. Motor and Psychomotor 13 variables
5. Sensory-Perceptual 12 variables
6. Language-related 15 variables
7. Higher-order (Problem-solving,
   Abstract reasoning, etc.) 8 variables

A complete listing of the measures in each category is
contained in Appendix B.

A count was then made of the total number of variables
in each category for which the child obtained an impaired
score ( >1 standard deviation below the mean or a T-score
of 40.0 or below). Total values were obtained for each
child across the four times of testing and a percentage was
calculated in the following manner:

\[ \% = \frac{\text{Number of "impaired" variables in the category}}{\text{Total number of variables in the category for}} \]
\[ \text{impairment} \quad \text{the four times of testing} \]

These percentages were then averaged across all subjects
(DR: n = 19; NR: n = 23) and an average percent impairment
value was obtained for each group for each category of
variables. These values are contained in Table 5. An
inspection of Table 5 indicates that the DR group obtained
a higher percentage of impaired scores in each of the seven
categories than did the NR group. For the DR group, the
Table 5
Average Percent Impairment Across Four Times of Testing

<table>
<thead>
<tr>
<th>Disabled Readers/Spellers</th>
<th>Category</th>
<th>% Impairment</th>
<th>Normal Readers/Spellers</th>
<th>Category</th>
<th>% Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Achievement</td>
<td>35.62</td>
<td>Sensory-Perceptual</td>
<td>11.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language-related</td>
<td>21.58</td>
<td>Language-related</td>
<td>9.74</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher-order</td>
<td>18.42</td>
<td>Higher-order</td>
<td>9.41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sensory-Perceptual</td>
<td>16.33*</td>
<td>Motor/Psychomotor</td>
<td>5.35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motor/Psychomotor</td>
<td>13.96**</td>
<td>WISC Verbal</td>
<td>3.81</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WISC Verbal</td>
<td>10.30</td>
<td>Achievement</td>
<td>3.10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual-spatial</td>
<td>8.76</td>
<td>Visual-spatial</td>
<td>1.82</td>
<td></td>
</tr>
</tbody>
</table>

*No significant difference between right-hand and left-hand impairments.

Right hand impairments = 52.00%
Left hand impairments = 48.00%  \( t = 0.53 \)  (n.s.)

**No significant difference between right-hand and left-hand impairments.

Right hand impairments = 53.30%
Left hand impairments = 46.70%  \( t = 0.87 \)  (n.s.)

Correlation Between Rankings of Categories for DR&NR Group
\( \text{rho} = 0.357 \)  (n.s.)

Average Percent Impairment

\( \text{DR} = 18.04 \) (Range: 5.9 - 34.8)  \( \text{NR} = 7.03 \) (Range: 2.3 - 13.3)

\( t = 7.29 \)  \( p < .0005 \)
highest percentage of impaired scores was in the Achievement Category; the lowest on the visual-spatial measures. For the NR group, the highest percentage of impaired scores was on the sensory-perceptual measures; the lowest, again, on the visual-spatial measures.

In order to determine if the rankings of the categories for the DR and NR groups were similar, a Spearman's rho was calculated. The low, nonsignificant rho value contained in Table 5 indicates that the two sets of rankings were highly dissimilar.

An average percentage of impaired scores for both the DR and NR groups was also calculated and is contained in Table 5. The values for the two groups were significantly different, although there was some "overlap" between the two groups (as indicated by the range values and as shown in Figure 3). Upon closer inspection of the "overlapping" subjects in the DR group, it can be observed that these subjects obtained phonetic accuracy rankings of 15 (#47), 16 (#49), 18 (#52), and 19 (#48). (Each subject had been ranked on his average level of phonetic accuracy: lowest PA = 1; highest PA = 19). In other words, these four subjects in the DR group who obtained percent impairment values which were similar to subjects in the NR group, also obtained high average levels of phonetic accuracy (i.e., 62.5%, 68.0%, 77.0%, and 82.5%, respectively).

In general, the disabled readers/spellers exhibited impairments on all neuropsychological variables. They
FIG. 3 DISTRIBUTION OF DISABLED READERS/SPELLERS AND OF NORMAL READERS/SPELLERS BASED ON THE AVERAGE LEVEL OF PHONETIC ACCURACY AND THE AVERAGE PERCENTAGE OF NEUROPSYCHOLOGICAL IMPAIRMENT.
exhibited the fewest impairments on visual-spatial measures, as was predicted. They exhibited a high degree of impairment on achievement and language-related measures, also as was predicted. There were, however, no significant differences between the right-hand and left-hand performances on the sensory-perceptual or on the motor/psychomotor measures (contrary to what was predicted).

The normal readers/spellers exhibited significantly fewer neuropsychological impairments than did the disabled readers/spellers. With the exception of three subjects (#3, #19, and #25), all normal readers/spellers obtained average impairment scores of less than 10.0%. In the various studies reported by Reitan and Davison (1974), the lowest Halstead Impairment Index (Halstead, 1947; Reitan, 1955b) obtained by normal or control subjects was 0.10. This would seem to indicate that a 10% average impairment score (or less) in the present study could be considered to be essentially "normal".

For the disabled readers/spellers group, a significant relationship existed between the rankings of the average percent of impairment on the neuropsychological measures and the rankings of the average level of phonetic accuracy. This value can be found in Table 6 and it indicates that, for the DR-group, the higher the average level of phonetic accuracy, the less neuropsychologically impaired the subject was. Table 6 also includes the
Table 6

Correlation Between Rank of Average Percent Impairment and Rank of Average Level of Phonetic Accuracy (DR Group only)

\[ \rho = 0.509 \quad p < .05 \]

Correlation Between the Average Percent of Neuropsychological Impairment and the Average Level of Phonetic Accuracy for DR and NR Groups

\[ r = -0.661 \quad p < .0005 \]

\[ Y' = (-0.318)X + 31.39 \]

\[ r^2 = 0.44 \]
correlation between the average percent of
neuropsychological impairment and the average level of
phonetic accuracy for both the DR and NR groups combined.
This value \( r = -0.661 \) indicates that, for the combined
groups, the higher the average level of phonetic accuracy,
the less neuropsychologically impaired the subject was.

The \( r \) value contained in Table 6 indicates that 44% of
the variance can be attributed to the relationship between
these two variables. Table 6 also contains the equation
for the "best-fit" regression line for Figure 3.

Hypothesis 2 a)

In order to determine the relationship between the
average level of phonetic accuracy of a subject's
misspellings and the scores obtained on the four
achievement measures employed in the present research (WRAT
Reading, WRAT Spelling, MAT Reading, and MAT Word
Knowledge), Pearson product-moment correlations were
computed. The results of these analyses are presented in
Table 7. An inspection of Table 7 indicates the
following:

1. The average level of phonetic accuracy was
   significantly and positively related to the WRAT
   Reading Standard Score at Testings 1, 3, and 4, but
   not at Testing 2.

2. The average level of phonetic accuracy was
   significantly and positively related to the WRAT
Table 7

Correlations of Achievement Measures with Average Level of Phonetic Accuracy (with corrections for curtailment of distribution - from McNemar, 1969, p. 162)

<table>
<thead>
<tr>
<th>Variable</th>
<th>( r )</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRAT Reading Standard Score</td>
<td>0.486</td>
<td>( p &lt; 0.025 )</td>
</tr>
<tr>
<td>WRAT Spelling Standard Score</td>
<td>0.531</td>
<td>( p &lt; 0.010 )</td>
</tr>
<tr>
<td>MAT Reading Standard Score</td>
<td>0.140(0.233)</td>
<td>n.s. (n.s.)</td>
</tr>
<tr>
<td>MAT Word Knowledge Standard Score</td>
<td>0.623</td>
<td>( p &lt; 0.005 )</td>
</tr>
<tr>
<td><strong>Testing 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRAT Reading Standard Score</td>
<td>0.291(0.492)</td>
<td>n.s. (( p &lt; 0.025 ))</td>
</tr>
<tr>
<td>WRAT Spelling Standard Score</td>
<td>0.116(0.258)</td>
<td>n.s. (n.s.)</td>
</tr>
<tr>
<td>MAT Reading Standard Score</td>
<td>0.135(0.165)</td>
<td>n.s. (n.s.)</td>
</tr>
<tr>
<td>MAT Word Knowledge Standard Score</td>
<td>0.457</td>
<td>( p &lt; 0.025 )</td>
</tr>
<tr>
<td><strong>Testing 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRAT Reading Standard Score</td>
<td>0.427</td>
<td>( p &lt; 0.050 )</td>
</tr>
<tr>
<td>WRAT Spelling Standard Score</td>
<td>0.241(0.397)</td>
<td>n.s. (( p &lt; 0.050 ))</td>
</tr>
<tr>
<td>MAT Reading Standard Score</td>
<td>0.203(0.343)</td>
<td>n.s. (n.s.)</td>
</tr>
<tr>
<td>MAT Word Knowledge Standard Score</td>
<td>0.387(0.476)</td>
<td>n.s. (( p &lt; 0.025 ))</td>
</tr>
<tr>
<td><strong>Testing 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRAT Reading Standard Score</td>
<td>0.432</td>
<td>( p &lt; 0.050 )</td>
</tr>
<tr>
<td>WRAT Spelling Standard Score</td>
<td>0.277(0.375)</td>
<td>n.s. (n.s.)</td>
</tr>
<tr>
<td>MAT Reading Standard Score</td>
<td>0.450</td>
<td>( p &lt; 0.050 )</td>
</tr>
<tr>
<td>MAT Word Knowledge Standard Score</td>
<td>0.421</td>
<td>( p &lt; 0.050 )</td>
</tr>
</tbody>
</table>
2. Spelling Standard Score only at the first time of testing. These two variables were not significantly related at Testings 2, 3, or 4.

3. The average level of phonetic accuracy was significantly and positively related to the MAT Reading Standard Score only at the fourth time of testing. These two variables were not significantly related at Testings 1, 2, or 3.

4. The average level of phonetic accuracy was significantly and positively related to the MAT Word Knowledge Standard Score at Testings 1, 2, and 4. At Testing 3, the correlation value approached significance ($r = 0.389 \; p > .10$).

Table 7 also contains the Pearson product-moment correlations that were obtained when corrections were applied to adjust for the curtailment of range of the achievement variables for the DR group. Closer inspection of these results reveals that:

1. The average level of phonetic accuracy was significantly and positively related to the WRAT Reading Standard Score at all four times of testing.

2. The average level of phonetic accuracy was significantly and positively related to the WRAT Spelling Standard Score at Testings 1 and 3, but not at Testings 2 and 4.

3. The average level of phonetic accuracy was
significantly and positively related to the MAT Reading Standard Score at the fourth time of testing only. These two variables were not significantly related at Testings 1, 2, or 3.

4. The average level of phonetic accuracy was significantly and positively related to the MAT Word Knowledge Standard Score at all four times of testing.

Hypothesis 2 b)

In order to determine the relationship between the average level of phonetic accuracy and the ten variables from the Sweeney and Rourke (1978) study, Pearson product-moment correlations were calculated. These values are contained in Table 8. An inspection of Table 8 indicates the following:

1. Only the Auditory Closure Test was positively and significantly related to the average level of phonetic accuracy across all four times of testing.

2. The WRAT Reading Grade and the Verbal Fluency Test were positively and significantly related to the average level of phonetic accuracy at three times of testing. (Testings 1, 3, and 4 for the WRAT Reading Grade and Testings 1, 2, and 3 for the Verbal Fluency Test.)

3. The WISC Information subtest was positively and significantly related to the average level of
Table 8
Ranked Correlations of the Sweeney and Rourke (1978)
Variables with the Average Level of Phonetic Accuracy

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Closure Test</td>
<td>0.573</td>
<td>p&lt;.01 Spearman's rho</td>
</tr>
<tr>
<td>WRAT Reading Grade</td>
<td>0.549</td>
<td>p&lt;.01 Spearman's rho</td>
</tr>
<tr>
<td>Verbal Fluency Test</td>
<td>0.542</td>
<td>p&lt;.01 Sweeney &amp; Sweeney</td>
</tr>
<tr>
<td>PPVT IQ</td>
<td>0.250</td>
<td>n.s. Rourke</td>
</tr>
<tr>
<td>WISC Vocabulary</td>
<td>0.191</td>
<td>n.s. Younger</td>
</tr>
<tr>
<td>WISC Comprehension</td>
<td>0.027</td>
<td>n.s. Rankings</td>
</tr>
<tr>
<td>Sentence Memory Test</td>
<td>-0.046</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Arithmetic</td>
<td>-0.076</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Similarities</td>
<td>-0.091</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Information</td>
<td>-0.113</td>
<td>n.s.</td>
</tr>
<tr>
<td>Testing 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Closure Test</td>
<td>0.591</td>
<td>p&lt;.005</td>
</tr>
<tr>
<td>WISC Information</td>
<td>0.499</td>
<td>p&lt;.025</td>
</tr>
<tr>
<td>Verbal Fluency Test</td>
<td>0.472</td>
<td>p&lt;.025</td>
</tr>
<tr>
<td>PPVT IQ</td>
<td>0.326</td>
<td>n.s.</td>
</tr>
<tr>
<td>WRAT Reading Grade</td>
<td>0.325</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Vocabulary</td>
<td>0.319</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Arithmetic</td>
<td>0.280</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Comprehension</td>
<td>0.103</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Similarities</td>
<td>0.079</td>
<td>n.s.</td>
</tr>
<tr>
<td>Sentence Memory Test</td>
<td>-0.180</td>
<td>n.s.</td>
</tr>
<tr>
<td>Testing 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WISC Vocabulary</td>
<td>0.676</td>
<td>p&lt;.005</td>
</tr>
<tr>
<td>Auditory Closure Test</td>
<td>0.620</td>
<td>p&lt;.005</td>
</tr>
<tr>
<td>Verbal Fluency Test</td>
<td>0.596</td>
<td>p&lt;.005</td>
</tr>
<tr>
<td>WRAT Reading Grade</td>
<td>0.416</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>PPVT IQ</td>
<td>0.333</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Similarities</td>
<td>0.271</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Information</td>
<td>0.193</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Comprehension</td>
<td>0.064</td>
<td>n.s.</td>
</tr>
<tr>
<td>Sentence Memory Test</td>
<td>0.004</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Arithmetic</td>
<td>-0.262</td>
<td>n.s.</td>
</tr>
<tr>
<td>Testing 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Closure test</td>
<td>0.674</td>
<td>p&lt;.005</td>
</tr>
<tr>
<td>PPVT IQ</td>
<td>0.559</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td>WISC Information</td>
<td>0.456</td>
<td>p&lt;.025</td>
</tr>
<tr>
<td>WRAT Reading Grade</td>
<td>0.423</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>WISC Vocabulary</td>
<td>0.388</td>
<td>n.s.</td>
</tr>
<tr>
<td>Verbal Fluency Test</td>
<td>0.378</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Similarities</td>
<td>0.252</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Arithmetic</td>
<td>0.135</td>
<td>n.s.</td>
</tr>
<tr>
<td>WISC Comprehension</td>
<td>-0.022</td>
<td>n.s.</td>
</tr>
<tr>
<td>Sentence Memory Test</td>
<td>-0.349</td>
<td>n.s.</td>
</tr>
</tbody>
</table>
phonetic accuracy at Testings 2 and 4 only.

4. The WISC Vocabulary subtest (at Testing 3) and the Peabody Picture Vocabulary Test (at Testing 4) were positively and significantly related to the average level of phonetic accuracy at one time of testing only.

5. Four variables (WISC Similarities subtest, WISC Comprehension subtest, WISC Arithmetic subtest, and the Sentence Memory Test) were not significantly related to the average level of phonetic accuracy at any of the four times of testing.

The Pearson product-moment correlations between the average level of phonetic accuracy and the ten variables from the Sweeney and Rourke (1978) were then ranked (with the largest correlation being assigned a rank of 1 and so on). These rankings were then compared to the rankings of the variables for both the younger and older subjects in the Sweeney and Rourke (1978) study (as presented on page 70). These variables were ranked such that the greatest differences between the T-scores of PA and PI spellers received a rank of 1 and so on. An inspection of the Spearman's rho values in Table 8 reveals that in none of the eight cases were the two sets of rankings of the variables similar (contrary to what was predicted).

Hypothesis 2 c)

In order to determine the relationship between the
average level of phonetic accuracy and the total errors on the Aphasia Screening Test (minus the Dyspraxic Errors), Pearson product-moment correlations were calculated. The Aphasia Screening Test for ages 5 to 8 (Testing 1) consists of the following items:

1. Anomia
2. Dysgraphia
3. Dyslexia
4. Dyspraxia
5. Dyscalculia
6. Body Orientation
7. Right-Left Discrimination
8. Total Errors

For the purposes of the present hypothesis, the number of dyspraxic errors (a non-language task) was subtracted from the total number of errors to yield a Total Score.

The Aphasia Screening Test for ages 9 to 14 (Testings 2, 3, and 4) consists of the following items:

1. Anomia
2. Spelling
3. Dysgraphia
4. Dysarthria
5. Dyslexia
6. Dyspraxia
7. Dyscalculia
8. Auditory Agnosia

Again, the number of dyspraxic errors was subtracted from the total number of errors to yield a Total Score. In all cases, a higher score on this measure indicates a poorer performance.

A Total Score for each subject was obtained for each of the four times of testing and these scores were correlated with the overall average level of phonetic accuracy. An inspection of Table 9 reveals that there was no significant relationship between the variables at Testing 1 or at Testing 2. At Testings 3 and 4, significant negative correlations were obtained. This suggests that the higher the average level of phonetic accuracy, the fewer errors were made on the Aphasia Screening Test (thus, a better performance). Conversely, the lower the average level of phonetic accuracy, the more errors were made on the Aphasia Screening Test (as was predicted).

Hypothesis 2 d)

In order to determine the sensory-perceptual impairments on the right and left sides of the body, the following variables were utilized:

1. Fingertip Symbol Writing (Testing 1)
Table 9  
Correlations between Total Errors on the Aphasia Screening Test (minus the Dyspraxic Errors) and the Average Level of Phonetic Accuracy

<table>
<thead>
<tr>
<th>Testing</th>
<th>ρ</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing 1</td>
<td>-0.256</td>
<td>n.s.</td>
</tr>
<tr>
<td>Testing 2</td>
<td>-0.184</td>
<td>n.s.</td>
</tr>
<tr>
<td>Testing 3</td>
<td>-0.426</td>
<td>&lt;.025</td>
</tr>
<tr>
<td>Testing 4</td>
<td>-0.601</td>
<td>&lt;.0005</td>
</tr>
</tbody>
</table>
1. Fingertip Number Writing (Testings 2, 3, and 4)
2. Finger Agnosia
3. Astereognosis for Shapes (Testing 1)
   Astereognosis for Coins (Testings 2, 3, and 4)

The number of errors made by each subject (on the right hand and on the left hand) on each of these three measures was added together to create a Sensory-Perceptual Total Score for each hand. The Pearson product-moment correlations between the average level of phonetic accuracy and the Sensory-Perceptual Total Score for each hand can be found in Table 10. From these results, it is apparent that a significant, negative relationship existed between these two variables at Testings 2 and 3 for the right hand. Thus, at these two times of testing, the lower the average level of phonetic accuracy, the more sensory-perceptual errors were made on the right hand. A significant, negative relationship existed between these two variables at Testings 1, 2, and 3 for the left hand. Thus, at these three times of testing, the lower the average level of phonetic accuracy, the more sensory-perceptual errors were made on the left hand.

In order to obtain a measure of the motor impairments on the right side of the body, the following two variables were utilized:

1. Grooved Pegboard Test (Right hand time)
2. Finger Tapping Test (Right hand score)

The Pearson product-moment correlations between the average
Table 10
Correlation between the Sensory-Perceptual Errors on the Right Side of the Body and the Average Level of Phonetic Accuracy

<table>
<thead>
<tr>
<th>Testing</th>
<th>r</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.070</td>
<td>n.s.</td>
</tr>
<tr>
<td>2</td>
<td>-0.524</td>
<td>&lt;.025</td>
</tr>
<tr>
<td>3</td>
<td>-0.707</td>
<td>&lt;.0005</td>
</tr>
<tr>
<td>4</td>
<td>-0.002</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

Correlation between the Sensory-Perceptual Errors on the Left Side of the Body and the Average Level of Phonetic Accuracy

<table>
<thead>
<tr>
<th>Testing</th>
<th>r</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.412</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>2</td>
<td>-0.397</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>3</td>
<td>-0.445</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>4</td>
<td>-0.225</td>
<td>n.s.</td>
</tr>
</tbody>
</table>
level of phonetic accuracy and these two motor variables can be found in Table 11. From these results, it is apparent that phonetic accuracy was not significantly related to either of these two motor variables at any of the four times of testing.

Thus, only the sensory-perceptual portion of Hypothesis 2 d) was partially supported (i.e., at Testings 2 and 3 for the right hand).

Hypotheses 3 a) and 3 b)

In order to determine the "best matches" from the database that were produced by the Matching Profile Program, the database matches were initially screened and described. These brief descriptions included the reason for referral and the subject's most salient neuropsychological characteristics. These characteristics were then grouped as follows:

1. Academic problems/low achievement/poor achievement on the WRAT (particularly on the Reading and Spelling subtests).
   e.g., reading problems, learning problems, dyslexia, etc.

2. Speech and/or language problems
   e.g., expressive and/or receptive language problems, poor speech, poor language skills, delayed speech, articulation problems, etc.
Table 11

Correlation between Two Motor Variables and the Average Level of Phonetic Accuracy

<table>
<thead>
<tr>
<th>Grooved Pegboard Test (Right hand time)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing 1</td>
<td>$r = 0.222$  n.s.</td>
</tr>
<tr>
<td>Testing 2</td>
<td>$r = -0.173$ n.s.</td>
</tr>
<tr>
<td>Testing 3</td>
<td>$r = 0.134$  n.s.</td>
</tr>
<tr>
<td>Testing 4</td>
<td>$r = 0.141$  n.s.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finger Tapping Test (Right hand score)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing 1</td>
<td>$r = 0.142$  n.s.</td>
</tr>
<tr>
<td>Testing 2</td>
<td>$r = 0.146$  n.s.</td>
</tr>
<tr>
<td>Testing 3</td>
<td>$r = 0.222$  n.s.</td>
</tr>
<tr>
<td>Testing 4</td>
<td>$r = 0.118$  n.s.</td>
</tr>
</tbody>
</table>
3. WISC Verbal IQ < WISC Performance IQ (by at least 10 points)

4. Normal - essentially normal results on the neuropsychological measures

5. Other - a variety of "nonlanguage-related" dysfunctions.

(For a complete listing, see Appendix C.)


   e.g., left parietal lobe tumor, right-sided hemiparesis, brain damage maximized in the left hemisphere, left fronto-temporal arteriovenous malformation, left Internal Carotid Artery stenosis, and other similar statements in the neuropsychological report.

The above-mentioned six categories are not mutually exclusive (i.e., a subject may possess more than one of the characteristics listed).

Each subject's significant ($F > .50$) matches were then listed and the characteristics of the matches tabled under the above-mentioned six categories. For example:

<table>
<thead>
<tr>
<th></th>
<th>#Sig.</th>
<th>Acad.</th>
<th>$S$ &amp; $L$</th>
<th>VIQ</th>
<th>L Hem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Match</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>DR</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>39.5% PA</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Rank PA = 3</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total(%)</td>
<td>33</td>
<td>19(58)</td>
<td>16(48)</td>
<td>5(15)</td>
<td>1(3)</td>
</tr>
</tbody>
</table>
The numbers in each column indicate how many subjects with that particular characteristic Subject #50 matched with at each time of testing. Also included are the percentages of the total number of matches for each characteristic.

Total values and percentages were calculated for each subject over all four times of testing. The percentages were then averaged across each group (i.e., DR and NR) for each characteristic. These results are presented in Table 12. An inspection of Table 12 indicates that the disabled readers/spellers did indeed match with children who possess the hypothesized characteristics (i.e., academic problems, speech and/or language problems, WISC VIQ < PIQ, and/or left hemisphere implicated/involved). The total of the percentages of matches with children who possess these characteristics was 139.74%. On the other hand, the disabled readers/spellers matched much less often with normal children from the data base and/or children with "other" (i.e., nonlanguage) difficulties. The total percentage for these children was 37.61%.

The normal readers/spellers matched very often with normal children from the data base (86.70%). A much smaller percentage of matches was with children with "other" difficulties (26.30%). The normal readers/spellers matched much less often with children who possess any of the academic and/or language and/or left hemisphere problems (Total = 10.20%). Hypotheses 3 a) and 3 b) were, therefore, clearly supported.
Table 12

Descriptions of the "Best Matches" for the Disabled Readers/Spellers and for the Normal Readers/Spellers

<table>
<thead>
<tr>
<th>Description</th>
<th>DR Group</th>
<th>NR Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>of Match</td>
<td>Average % of Matches</td>
<td>Average % of Matches</td>
</tr>
<tr>
<td>Academic problems/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>low achievement</td>
<td>47.32</td>
<td>0.40</td>
</tr>
<tr>
<td>Speech and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>language problems</td>
<td>45.74</td>
<td>139.74</td>
</tr>
<tr>
<td>WISC VIQ &lt; PIQ</td>
<td></td>
<td>5.90</td>
</tr>
<tr>
<td>(by at least 10 points)</td>
<td></td>
<td>10.20</td>
</tr>
<tr>
<td>Left hemisphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implicated</td>
<td>9.89</td>
<td>1.80</td>
</tr>
<tr>
<td>Normal</td>
<td>25.05</td>
<td>37.61</td>
</tr>
<tr>
<td>Other</td>
<td>12.56</td>
<td>26.30</td>
</tr>
<tr>
<td>Total</td>
<td>177.35</td>
<td>123.20</td>
</tr>
</tbody>
</table>
It is also interesting to note the significant matches for the disabled readers/spellers and for the normal readers/spellers when they were matched only within these two groups (i.e., excluding the data base matches). Table 13 contains these results. An inspection of Table 13 indicates that both groups matched with themselves (at other times of testing) at approximately the same percentages. However, it should be noted that these values were quite low (16.4% and 13.1%, respectively). A possible factor in these low values is the fact that there was a 10-match limitation in the Matching Profile Program. That is, only 10 matches could be produced each time the Matching Profile Program was run. If all possible matches were produced by the program, it is quite likely that the self-match percentages would be higher.

Clear differences emerged, however, when comparisons were made between the two groups. The DR group matched much more often with subjects from the DR group than with subjects from the NR group (63.6% vs. 20.0%, respectively). On the other hand, the NR group matched much more often with subjects from the NR group than with subjects from the DR group (79.6% vs. 7.3%, respectively). Thus, there were more intragroup (within group) matches than there were intergroup (between group) matches, as would be expected.

Table 14 contains the total number of matches and the average $\bar{r}$ values for the DR and NR groups and their
Table 13
Matches with Other Disabled Readers/Spellers and with Other Normal Readers/Spellers

<table>
<thead>
<tr>
<th>Group</th>
<th>DR Average % of matches</th>
<th>NR Average % of matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled readers/spellers</td>
<td>63.6</td>
<td>7.3</td>
</tr>
<tr>
<td>Self (at other times of testing)</td>
<td>16.4</td>
<td>13.1</td>
</tr>
<tr>
<td>Normal readers/spellers</td>
<td>20.0</td>
<td>79.6</td>
</tr>
</tbody>
</table>
Table 14

Total Number of Matches and the Average $r$ Values for the DR and NR Groups and their Data Base Matches

<table>
<thead>
<tr>
<th>Description of match</th>
<th>DR group</th>
<th></th>
<th>NR group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Average $r$</td>
<td>n</td>
<td>Average $r$</td>
</tr>
<tr>
<td>Academic problems/low achievement</td>
<td>195</td>
<td>.616</td>
<td>2</td>
<td>.530</td>
</tr>
<tr>
<td>Speech and/or language problems</td>
<td>184</td>
<td>.570</td>
<td>2</td>
<td>.549</td>
</tr>
<tr>
<td>WISC VIQ &lt; PIQ (by at least 10 points)</td>
<td>159</td>
<td>.574</td>
<td>7</td>
<td>.550</td>
</tr>
<tr>
<td>Normal</td>
<td>108</td>
<td>.559</td>
<td>552</td>
<td>.591</td>
</tr>
<tr>
<td>Left Hemisphere implicated</td>
<td>39 * .650 **</td>
<td>8 * .553 **</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* $t = 8.21$  $p < .001$

** $t = 0.466$  n.s.
matches with children from the data base who had any of the four language-related disabilities or who were normal. Again, it is clear that the subjects in the DR group matched with a large number of language-disabled children. The average \( r_C \) values were also of a large magnitude. The DR group matched with fewer normal children and the average \( r_C \) value was also lower.

It is interesting to note that the DR group matched with 39 children for whom the left hemisphere was implicated in their neuropsychological report. In contrast, the NR group matched with only 8 children for whom the left hemisphere was implicated. Table 14 contains the results of a t-test calculated between these two values. The DR group matched with significantly more children for whom the left hemisphere was implicated than did the NR group. For these matches, the average \( r_C \) value for the DR group was quite high (0.650). However, this value was not significantly higher than the average \( r_C \) value for these matches for the NR group (0.553). The .500 cut-off criterion for \( r_C \) could have been a factor in this result.

The normal readers/spellers matched almost exclusively with normal children from the data base. The average \( r_C \) value with normal matches was also the highest.

It should be noted, however, that the average \( r_C \) values for the above-mentioned comparisons may be somewhat misleading. This is due to the .500 cut-off value for \( r_C \).
that was used to determine the matches that would be considered for evaluation in the present study (i.e., only matches with an $r_c$ value of .500 or greater were included).

**Hypothesis 4 a)**

In order to determine the relationship between the average level of phonetic accuracy and the matches with language-disordered children from the data base, the following procedures were undertaken:

1. Each subject was ranked on his average level of phonetic accuracy (lowest $PA = 1$; highest $PA = 19$).

2. Each subject was ranked on the percentage of his total number of matches (over four times of testing) which were with language-disordered children from the data base (as defined on page 50). The highest $\% = \text{Rank 1}$; the lowest $\% = \text{Rank 19}$.

3. Each subject was ranked on the average $r_c$ value produced by matches with language-disordered children (highest $r_c = 1$; lowest $r_c = 19$).

Spearman's rho values were then calculated between the rank of the average level of phonetic accuracy and the two above-mentioned variables (2 and 3). These results can be found in Table 15. An inspection of Table 15 indicates that the average level of phonetic accuracy was significantly and positively related to the percentage of matches with language-disordered children. Thus, the lower
Table 15

Correlation (Spearman's rho) of Average Level of Phonetic Accuracy with Percentage of Matches with Language-Disordered Children and with Average \( r_c \) Value of Language-Disordered Matches

<table>
<thead>
<tr>
<th>Percentage of matches with language-disordered children:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \text{rho} = 0.508 ) ( p &lt; .05 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average ( r_c ) value of language-disordered matches:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \text{rho} = 0.274 ) ( \text{n.s.} )</td>
</tr>
</tbody>
</table>
the average level of phonetic accuracy, the higher the percentage of matches with language-disordered children (as was predicted).

There was no significant relationship between the average level of phonetic accuracy and the average $r_c$ value produced by matches with language-disordered children (a relationship was predicted). Again, these results may be misleading due to the .500 cut-off value used for the $r_c$ values.

Each subject was also ranked on the percentage of his total number of matches (over four times of testing) with children from the database who were classified as the following:

1) Left hemisphere implicated in the neuropsychological diagnosis (highest $% = 1$; lowest $% = 19$).

2) Academic difficulties (highest $% = 1$; lowest $% = 19$).

3) WISC VIQ < PIQ by at least 10 points (highest $% = 1$; lowest $% = 19$).

4) Normal (highest $% = 1$; lowest $% = 19$).

5) "Other" dysfunctions (highest $% = 1$; lowest $% = 19$).

(For further descriptions of these categories, see Hypotheses 3a), 3b), and Appendix C.)

Spearman's rho values were then calculated between the
rank of the average level of phonetic accuracy and each of the five above-mentioned variables. The results of these analyses can be found in Table 16. An inspection of Table 16 indicates the following:

i) There was no significant relationship between the average level of phonetic accuracy and the percentage of matches with the left cerebral hemisphere implicated in the neuropsychological diagnosis.

ii) The average level of phonetic accuracy was significantly and positively related to the percentage of matches with academic difficulties. Thus, the lower the average level of phonetic accuracy, the higher the percentage of matches with academic difficulties.

iii) There was no significant relationship between the average level of phonetic accuracy and the percentage of matches with the WISC VIQ < PIQ (by at least 10 points).

iv) The average level of phonetic accuracy was significantly and negatively related to the percentage of matches with normal children. Thus, the lower the average level of phonetic accuracy, the lower the percentage of matches with normal children.

v) There was no significant relationship between the average level of phonetic accuracy and the
Table 16

Correlations (Spearman's rho) of Average Level of Phonetic Accuracy with Percentage of Matches with Various Data Base Groups

| i) | Children with the left cerebral hemisphere implicated in the neuropsychological diagnosis:  
   | $\rho = 0.182$  
   | n.s. |
| ii) | Children with academic difficulties:  
    | $\rho = 0.589$  
    | $p < .01$ |
| iii) | Children with the WISC VIQ < PIQ (by at least 10 points):  
     | $\rho = 0.275$  
     | n.s. |
| iv) | Normal children:  
   | $\rho = -0.687$  
   | $p < .01$ |
| v) | Children who possess "other" disabilities:  
    | $\rho = -0.106$  
    | n.s. |
percentage of matches with children with "other" dysfunctions.

Hypothesis 4 b)

It was hypothesized that the average correlation for matches within the DR group would be higher than the average correlation for matches between the DR and NR groups (i.e., DR - DR > DR - NR). In order to test this hypothesis, the $r_c$ values for all DR-DR matches were averaged, as were the $r_c$ values for all DR-NR matches. The results of these calculations are presented in Table 17. The two average $r_c$ values were then transformed to $z$ scores and the following formula was used to determine if there was a significant difference between the two $z$ scores:

$$\frac{z_1 - z_2}{\sqrt{\frac{\sigma_{z_1}^2}{N-3} + \frac{\sigma_{z_2}^2}{N-3}}} = t$$

(Taken from McNemar, 1969, p. 157 - 158).

If the two $z$ values are significantly different, then the two $r_c$ values are also significantly different.

As can be seen in Table 17, there was no significant difference between the two $r_c$ values (which is not what was predicted). Again, the use of the .500 cut-off value for $r_c$ and the 10-match limitation could have been factors in this nonsignificant finding.
Table 17

Comparison of Average $r_c$ Values Between DR and DR Group and Between DR and NR Groups

<table>
<thead>
<tr>
<th></th>
<th>Average $r_c$</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR - DR</td>
<td>0.628</td>
</tr>
<tr>
<td>DR - NR</td>
<td>0.596</td>
</tr>
</tbody>
</table>

$t = 0.188$ n.s.
Hypotheses 5 a) and 5 b)

It was hypothesized that the average correlations for matches within the NR group would be higher than the average correlations for matches between the NR group and a) the DR group, and b) subjects from the data base with specific dysfunctions - i.e., a) \( NR - NR > NR - DR \)

\[
(\text{average } r_c^c)(\text{average } r_c^c)
\]

b) \( NR - NR > NR \) - Data base Ss with dysfunctions

\[
(\text{average } r_c^c)(\text{average } r_c^c)
\]

The calculations carried out in Hypothesis 4 b), were repeated for these two sets of \( r_c^c \) values and the results have been tabulated in Table 18. Again, there was no significant difference between the two \( r_c^c \) values in either case (which, again, is not what was predicted). Once more, the .500 cut-off value for \( r_c^c \) and the 10-match limitation must be considered as contributing factors in these nonsignificant findings.

While performing the calculations for Hypotheses 4 b) and 5 a), some interesting observations were made. In two of the sets of matches that were obtained for each group (i.e., DR - NR and NR - DR), the following observations were made:

1. In the DR group there were subjects who matched with specific subjects from the NR group.
2. In the NR group there were subjects who matched with specific subjects in the DR group.

In each of the two above-mentioned cases, it was noted that
Table 18

Comparison of Average $r_c$ Values Between NR and NR and Between a) NR and DR, and b) NR and Data Base Subjects

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Average $r_c$</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) NR - NR</td>
<td>0.682</td>
<td>0.161</td>
<td>n.s.</td>
</tr>
<tr>
<td>NR - DR</td>
<td>0.646</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) NR - NR</td>
<td>0.682</td>
<td>0.617</td>
<td>n.s.</td>
</tr>
<tr>
<td>NR - Subjects from the data base with dysfunctions</td>
<td>0.553</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
those DR subjects who matched often and at a high $r_c$ value with NR subjects tended to be those DR subjects with higher average levels of phonetic accuracy. In order to determine if a relationship existed between these variables, four sets of correlations were calculated. The results of these calculations are presented in Table 19. An inspection of Table 19 reveals the following:

1. The average level of phonetic accuracy of DR subjects was significantly and positively related to the percentage of matches with NR subjects. That is, the higher the average level of phonetic accuracy, the higher the percentage of matches with NR subjects.

2. The average level of phonetic accuracy of DR subjects was significantly and positively related to the average $r_c$ value of matches with NR subjects. That is, the higher the average level of phonetic accuracy, the higher the average $r_c$ value of matches with NR subjects.

**Hypothesis 6**

The subjects in each group (DR and NR) were examined to determine the stability of their neuropsychological ability structure over time. Each subject's matches with their own subsequent testings (over the four times of testing) were tabulated along with the corresponding $r_c$ values. These $r_c$ values were averaged over all subjects in each group.
Table 19

**DR - NR Matches**

Correlation (Spearman's \( \rho \)) of Average Level of Phonetic Accuracy With

a) Percentage of Matches with NR Subjects

b) Average \( r_c \) Values of Matches with NR Subjects

a) \( \rho = 0.481 \) \hspace{1cm} \( p < .05 \)
b) \( \rho = 0.739 \) \hspace{1cm} \( p < .001 \)

**NR - DR Matches**

Correlation (Spearman's \( \rho \)) of Average Level of Phonetic Accuracy With

a) Percentage of Matches with NR Subjects

b) Average \( r_c \) Values of Matches with NR Subjects

a) \( \rho = 0.709 \) \hspace{1cm} \( p < .001 \)
b) \( \rho = 0.761 \) \hspace{1cm} \( p < .001 \)

*It should be noted that these two sets of matches (i.e., DR - NR and NR - DR) are not equivalent either in the number of subjects or in the actual subjects that were produced by the Matching program. This is due to the fact that the Matching Profile Program produced only 10 matches per subject and the number of significant (i.e., \( r_c \geq .500 \)) matches was not equal across all subjects.*
(DR and NR). The resulting average $r_c$ values are presented in Table 20. An inspection of Table 20 indicates that there was no significant difference between the two average $r_c$ values (as was predicted). Indeed, the two average $r_c$ values are virtually identical. Thus, the neuropsychological profiles of the two groups were equally stable over the four-year period.

It is also interesting to note the magnitude of the $r_c$ values (0.704 and 0.703, for the DR and NR groups, respectively). From the results presented earlier in Table 13, it was noted that subjects in each of these groups matched with themselves at fairly low percentages (16.4% for the DR group and 13.1% for the NR group). However, from the magnitude of the $r_c$ values presented in Table 20, it is clear that the neuropsychological profiles of those subjects who did match with themselves were highly stable over the four-year period.

Hypothesis 7 a)

Upon further detailed examination of the subjects in the disabled readers/spellers group, it was discovered that three of the subjects obtained "normal" scores on either the MAT Reading subtest or on the MAT Word-Knowledge subtest at the fourth and final time of testing. These three subjects were then examined in greater detail and the results of this investigation are presented in Table 21. An inspection of Table 21 reveals the following:
Table 20

Average $r^c$ Values of Intra-Subject Matches Within the NR and DR Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Average $r^c$ over all normal subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR - NR</td>
<td>0.703</td>
</tr>
<tr>
<td>DR - DR</td>
<td>0.704</td>
</tr>
</tbody>
</table>

These two $r^c$ values produced identical $z$ scores. Therefore, there was no significant difference between the two $r^c$ values.
Table 21

Characteristics of Disabled Readers/Spellers who Became "Normal"

MAT - Normal readers  MAT Reading = 50% or above  
MAT Word Knowledge = 60% or above

<table>
<thead>
<tr>
<th>#</th>
<th>MAT R %</th>
<th>MAT WK %</th>
<th>WRAT R %</th>
<th>WRAT S %</th>
<th>Average PA</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>20</td>
<td>57.5</td>
<td>35</td>
<td>78.3</td>
<td>45</td>
<td>61</td>
</tr>
<tr>
<td>49</td>
<td>20</td>
<td>60.0</td>
<td>12</td>
<td>47.5</td>
<td>12</td>
<td>95</td>
</tr>
<tr>
<td>45</td>
<td>2</td>
<td>57.5</td>
<td>4</td>
<td>57.5</td>
<td>34</td>
<td>39</td>
</tr>
</tbody>
</table>

Subject % of Matches % of Matches with Normal Subjects in the Data Base

<table>
<thead>
<tr>
<th>#</th>
<th>with NR Subjects</th>
<th>% of Matches with Normal</th>
<th>Subjects in the Data Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>69</td>
<td>48.0</td>
<td>48.0</td>
</tr>
<tr>
<td>49</td>
<td>48</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>45</td>
<td>16</td>
<td>7.7</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Subject # Percent Impairment (Rank)

<table>
<thead>
<tr>
<th>Subject #</th>
<th>Percent Impairment</th>
<th>(Rank)</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>9.0</td>
<td>(17)</td>
</tr>
<tr>
<td>49</td>
<td>8.6</td>
<td>(18)</td>
</tr>
<tr>
<td>45</td>
<td>16.0</td>
<td>(12.5)</td>
</tr>
</tbody>
</table>
1. The average level of phonetic accuracy was high for two (#52 and #49) of the three subjects (ranks 16 and 18, respectively).

2. For these same subjects (#52 and #49), the percentage of matches with subjects from the normal readers/spellers group was quite substantial (69% and 48%, respectively).

3. The percentage of matches with normal children from the database was also quite high for these same two subjects (48% and 75%, respectively).

4. In addition, Subjects #52 and #49 obtained relatively low impairment ratings on the neuropsychological measures (9.0% and 8.6%, respectively). These impairment ratings were ranked third and second, respectively, in the DR group. In fact (as can be observed in Figure 3 presented earlier), these two subjects "overlapped" with subjects in the NR group and received essentially "normal" impairment ratings.

5. For subject #45, none of the four above-mentioned factors appears to have accounted for his gains on the two MAT measures. Obviously, other factors must have played a role in his improved scores. Therefore, this hypothesis was supported to some extent (i.e., in two of the three cases).
Hypothesis 7 b)

Upon further detailed examination of the subjects in the normal readers/spellers group, it was discovered that two of the subjects obtained "disabled" scores on either the MAT Reading subtest or the MAT Word Knowledge subtest at the fourth and final time of testing. These two subjects were then examined in greater detail and the results of this investigation are presented in Table 22. An inspection of Table 22 reveals the following:

1. Although the average level of phonetic accuracy for these two subjects was still relatively high (in comparison to the PA levels for the disabled readers/spellers), these two subjects were ranked relatively low, in comparison to the other normal readers/spellers (ranks 3 and 11, respectively).

2. Although these two subjects did not produce a high percentage of matches with disabled readers/spellers (12% and 6%, respectively), they did at least match with some members of the DR group. This is in contrast to the majority of normal readers/spellers, who had few or no matches with DR subjects.

3. The percentage of matches with subjects from the data base who were not considered to be "normal" neuropsychologically was quite high for both of these subjects (50% and 24%, respectively).

4. Both of the these subjects (particularly Subject
Table 22
Characteristics of Normal Readers/Spellers who Became "Disabled"

<table>
<thead>
<tr>
<th>#</th>
<th>MAT R %</th>
<th>MAT WK %</th>
<th>WRAT R %</th>
<th>WRAT S %</th>
<th>Average PA</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>50</td>
<td>30.0</td>
<td>35</td>
<td>27.5</td>
<td>66</td>
</tr>
<tr>
<td>12</td>
<td>60.0</td>
<td>37.5</td>
<td>65</td>
<td>35.0</td>
<td>81</td>
</tr>
</tbody>
</table>

Subject % of matches \% of matches with children from the # with DR subjects the data base who were not "normal"

<table>
<thead>
<tr>
<th>#</th>
<th>12</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>

Subject # Percent Impairment (Rank)

<table>
<thead>
<tr>
<th>#</th>
<th>Percent Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>13.3</td>
</tr>
<tr>
<td>12</td>
<td>9.0</td>
</tr>
</tbody>
</table>

(1) (4)
Subject #25 obtained relatively high impairment ratings on the neuropsychological measures. Subject #25 received the highest impairment rating in the NR group, while Subjects #12 received the fourth highest impairment rating. From Figure 3 presented earlier, it can be observed that Subject #25 actually "overlapped" with some members of the DR group.

Therefore, this hypothesis was supported to some extent (particularly in the case of the database matches and also in the case of the impairment ratings on the neuropsychological measures).
<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Data Analysis/Statistic(s)</th>
<th>Group(s)</th>
<th>N</th>
<th>Result(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a) DR group impaired on: linguistic-cognitive measures, right-hand sensory measures, right-hand motor measures</td>
<td>T-test</td>
<td>DR/NR</td>
<td>19/23</td>
<td>Average level of PA - NR &gt; DR (Table 5)</td>
</tr>
<tr>
<td>DR group not impaired on: visual-spatial measures, left-hand sensory measures, left-hand motor measures</td>
<td>Average % impairment</td>
<td>DR</td>
<td>19</td>
<td>DR group impaired on: achievement measures, higher-order measures, sensory-perceptual tasks - RH/LH, motor/psychomotor tasks - RH/LH, MISC Verbal measures</td>
</tr>
<tr>
<td>1.b) NR group normal/not impaired on any measures</td>
<td>Average % impairment</td>
<td>NR</td>
<td>23</td>
<td>NR group not impaired on: language-related measures, higher-order measures, motor/psychomotor measures, MISC Verbal measures, achievement measures</td>
</tr>
<tr>
<td>DR group significantly more neuropsychological impaired than NR group (Table 5)</td>
<td>Rho</td>
<td>DR/NR</td>
<td>19/23</td>
<td>Ranking of categories of variables not similar for DR and NR groups (Table 5)</td>
</tr>
<tr>
<td>Average % impairment significantly related to average level of PA (Table 6)</td>
<td>T-test</td>
<td>DR/NR</td>
<td>19/23</td>
<td>DR group significantly more neuropsychological impaired than NR group (Table 5)</td>
</tr>
<tr>
<td>Average % impairment significantly related to average level of PA (Table 6) and Figure 3)</td>
<td>Rho</td>
<td>DR</td>
<td>19</td>
<td>Average % impairment significantly related to average level of PA (Table 6)</td>
</tr>
<tr>
<td>Average % impairment significantly related to average level of PA (Table 6) and Figure 3)</td>
<td>F</td>
<td>DR+NR</td>
<td>42</td>
<td>Average % impairment significantly related to average level of PA (Table 6 and Figure 3)</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Data Analysis/Statistic(s)</td>
<td>Group(s)</td>
<td>n</td>
<td>Result(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.a) <strong>Average level of PA related to:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRAT Reading Standard Score</td>
<td>$\chi^2$</td>
<td>DR</td>
<td>19</td>
<td>At the following times of testing:</td>
</tr>
<tr>
<td>WRAT Spelling Standard Score</td>
<td></td>
<td></td>
<td></td>
<td>- Testings 1, 2, 3, and 4</td>
</tr>
<tr>
<td>MAT Reading Standard Score</td>
<td></td>
<td></td>
<td></td>
<td>- Testings 1 and 3</td>
</tr>
<tr>
<td>MAT Word Knowledge Standard Score</td>
<td></td>
<td></td>
<td></td>
<td>- Testing 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Testings 1, 2, 3, and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Table 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Average level of PA related to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Auditory Closure (Testings 1-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- WRAT Reading Gr. (Testings 1, 3, 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Verbal Fluency (Testings 1, 2, 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- WISC Information (Testings 2, 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- WISC Vocabulary (Testings 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- PPVT (Testing 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- WISC Similarities (no testings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- WISC Comprehension (no testings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- WISC Arithmetic (no testings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Sentence Memory (no testings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Table 8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No rankings similar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Table 9)</td>
</tr>
<tr>
<td>2.b) <strong>Rankings of variables for DR group similar to:</strong></td>
<td>$\rho$</td>
<td>DR</td>
<td>19</td>
<td>Average level of PA significantly related to the language errors on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aphasia Screening Test (minus the dyspraxic errors)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Average level of PA significantly related to sensory-perceptual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>impairments on the right side of the body</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Average level of PA significantly related to sensory-perceptual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>impairments on the right hand at Testings 2 and 3 (Table 10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Average level of PA significantly related to sensory-perceptual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>impairments on the left hand at Testings 1, 2, and 3 (Table 10)</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Data Analysis/Statistic(s)</td>
<td>Group(s)</td>
<td>n</td>
<td>Result(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------</td>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.d) Average level of PA related to motor impairments on the right side of the body (Grooved Pegboard Test and Finger Tapping Test)</td>
<td>( \bar{X} )</td>
<td>DR</td>
<td>19</td>
<td>Average level of PA not significantly related to motor/ psychomotor impairments on the right hand (Table 11) [ ]</td>
</tr>
</tbody>
</table>
| 3.a) Disabled readers/spellers will be matched with data base subjects who had these characteristics:  
  - speech/language problems  
  - learning/reading problems  
  - Left hemisphere dysfunction | \( \% \) matches with data base subjects | DR     | 19 | DR subjects matched with data base subjects who had:  
  - academic problems  
  - speech and/or language problems  
  - MISC VIQ < F IQ (by \( \geq \) 10 points)  
  - Left hemisphere dysfunction  
  - Normal test results  
  - Other (nonlanguage) problems (Table 12) \[ \] |
| 3.b) Normal readers/spellers will be matched with subjects from the data base who were:  
  - normal | \( \% \) matches with data base subjects | NR     | 23 | NR subjects matched with data base subjects who had:  
  - academic problems  
  - speech and/or language problems  
  - MISC VIQ < F IQ (\( \geq \) 10 points)  
  - Left hemisphere dysfunction  
  - Normal test results  
  - Other (nonlanguage) problems (Table 12) \[ \] |
|                                                                 | \( \% \) matches with DR/NR subjects | DR     | 19 | DR subjects matched with:  
  - DR subjects 63.6%  
  - Self 16.4%  
  - NR subjects 20.0% (Table 13) \[ \] |
|                                                                 | \( \% \) matches with DR/NR subjects | NR     | 23 | NR subjects matched with:  
  - DR subjects 7.3%  
  - Self 13.1%  
  - NR subjects 79.6% (Table 13) \[ \] |
| Number of matches with data base subjects | DR/NR | 19/23 | DR subjects matched mostly with "language-disabled" data base Ss  
NR subjects matched mostly with "normal" data base Ss (Table 14) \[ \] |
<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Data Analysis/Statistic(s)</th>
<th>Group(s)</th>
<th>N</th>
<th>Result(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a) Average level of PA related to number of matches and average correlations ($\bar{r}$) with language-disordered data base subjects</td>
<td>rho</td>
<td>DR</td>
<td>19</td>
<td>Average level of PA significantly related to % of matches with language-disordered data base matches. (Table 15) ($\bar{r}$ hypothesis untestable)</td>
</tr>
</tbody>
</table>

| rho | DR | 19 | Average level of PA significantly related to % of matches with children who had: - academic difficulties - normal test results (-ve rel.) (Table 16) |

| rho | DR | 19 | Average level of PA not significantly related to % of matches with children who had: - left hemisphere dysfunction - MSC VIQ < PIQ (≥ 10 points) - other (nonlanguage) disabilities (Table 16) |

| 4.b) DR - DR > DR - NR (average $\bar{r}$) (average $\bar{r}$) | t-test | DR | 19 | untestable (Table 17) |

| 5.a) NR - NR > NR - DR (average $\bar{r}$) (average $\bar{r}$) | t-test | NR | 23 | untestable (Table 18) |

| 5.b) NR - NR > NR - DB 88 (average $\bar{r}$) (average $\bar{r}$) | t-test | NR | 23 | untestable (Table 18) |

<p>| rho | DR/NR | 19/23 | Average level of PA of DR subjects significantly related to % of matches and average $\bar{r}$ of matches with NR subjects (Table 19) |</p>
<table>
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<th>Data Analysis/Statistic(s)</th>
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<td>6. Average r of &quot;self&quot; matches will not be significantly different between DR and NR groups (i.e., neuropsychological profiles will be equally stable over time)</td>
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<td>No significant difference between intrasubject matches for DR and NR groups (i.e., neuropsychological profiles equally stable over time) (Table 20)</td>
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CHAPTER IV

DISCUSSION

Limitations of the Present Study:

There were two general limitations in the present study. These limitations affected a number of hypotheses, rendering some of them virtually untestable. The first of these limitations was that only 10 matches were produced for each subject for each execution of the Matching Profile Program. The Matching Profile Program was executed twice for each subject, once with the DR/NR groups as the subjects to be matched to and once with the Data Base subjects as the subjects to be matched to. This produced quite varied results in the number of matched subjects, as well as in the $r_c$ values for each of the matched subjects. For example:

DR Group matched with the DR/NR Groups:

- Number of matches produced ranged from 0 to 10.
- $r_c$ values ranged from .500 to .850.
- 2 examples: (a) 10 matches produced with $r_c$ values ranging from .660 to .850.
  (b) 1 match produced with $r_c = .530$. 

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DR Group matched with the Data Base Subjects:
- Number of matches produced ranged from 0 to 10.
- $r_c$ values ranged from .500 to .820.
- 2 examples: (a) 10 matches produced with $r_c$ values ranging from .570 to .820.
  
  (b) 1 match produced with $r_c = .500$.

NR Group matched with the DR/NR Groups:
- Number of matches produced ranged from 4 to 10.
- $r_c$ values ranged from .500 to .870.
- 2 examples: (a) 10 matches produced with $r_c$ values ranging from .730 to .870.
  
  (b) 5 matches produced with $r_c$ values ranging from .500 to .510.

NR Group Matched with the Data Base Subjects:
- Number of matches produced ranged from 0 to 10.
- $r_c$ values ranged from .500 to .770.
- 2 examples: (a) 10 matches produced with $r_c$ values ranging from .690 to .770.
  
  (b) 1 match produced with $r_c = .500$.

The hypotheses and results that were affected by the 10-matches limitation were Hypothesis 3 (see Table 13), Hypothesis 4 b) (see Table 17), and Hypotheses 5 a) and 5 b) (see Table 18). Table 13 contains the results of the matches for the DR and NR groups when they were matched only within these two groups (i.e., excluding the data base matches). The matches that were most affected by this limitation were the "Self (at other times of testing)"
matches. The average percentage of "self" matches was quite low for each of these two groups (i.e., 16.4% for the DR group and 13.1% for the NR group). This would seem to indicate that the neuropsychological profiles of the subjects in these two groups were not stable over the four-year time period. However, if all subjects were to have all possible matches produced (i.e., if there was no limit to the number of matches that the Matching Profile Program produced), it is quite possible that the average percentage of "self" matches would be substantially higher for both groups. Thus, it could very well be the case that the neuropsychological profiles (i.e., ability structures) of the subjects in these two groups were consistent over the four-year time period. These results would then be in agreement with the results reported by Knights and Stoddart (1981).

It should also be noted at this point that a number of the measures that were administered at the first time of testing (Testing 1) were different than the measures administered at the remaining three times of testing (Testings 2, 3, and 4). Future studies with these data should consider eliminating Testing 1 from analyses which compare the data across all four times of testing (i.e., these types of analyses should utilize the data from Testings 2, 3, and 4 only).

Hypothesis 4 b) was also affected by the 10-matches limitation. It was hypothesized that the average
value for the DR-DR matches would be greater than the average \( r_c \) value for the DR-NR matches. From Table 17 it can be seen that this was not the case. Again, if all subjects were to have all possible matches produced, the resulting average \( r_c \) values might be significantly different (as was hypothesized).

Hypotheses 5 a) and 5 b) were affected by the 10.matches limitation in the same manner described above for Hypothesis 4 b). It was hypothesized that the average \( r_c \) value for the NR-NR matches would be significantly greater than the average \( r_c \) values for both the NR-DR matches and the NR-Data Base matches. From Table 18 it can be seen that this was not the case. Again, if all subjects were to have all possible matches produced (i.e., if there was no limit to the number of matches produced by the Matching Profile Program), the resulting average \( r_c \) values might be significantly different (as was hypothesized).

The second general limitation in the present study was that a cut-off value was used for the \( r_c \) values. It was decided that only \( r_c \) values that met a .500 criterion.value (i.e., \( r_c \) values that were equal to or greater than .500) would be utilized in the study. For this value of \( r_c \), the matches would be significant at the \( p = .01 \) level. This critical value for \( r_c \) was deemed to be necessary in order to ensure that the matched subjects
produced by the Matching Profile Program were related to the subjects in the present study in a statistically significant manner. However, utilizing this cut-off value for $r_c$ affected numerous hypotheses, rendering some of them virtually untestable.

The results related to Hypothesis 3 were partially affected by the $r_c$ cut-off limitation. Table 14 contains the total number of matches and the average $r_c$ values for the DR and NR groups and their Data Base matches. There was no significant difference between the $r_c$ values which were most discrepant (i.e., 0.650 and 0.553). Therefore, the other $r_c$ values would not have been significantly different either. The average $r_c$ values in Table 14 may also be somewhat misleading due to the .500 cut-off value used. In this case, the values for $n$ should be considered to be the most important information presented.

In Hypothesis 4 a), a relationship was predicted for the DR group between the average level of phonetic accuracy and the average $r_c$ value of language-disordered matches from the Data Base. From Table 15, it can be observed that no significant relationship was found between these two variables. Again, these results may be misleading due to the .500 cut-off value used for $r_c$.

Hypotheses 4 b), 5 a), and 5 b) were rendered virtually untestable due to the .500 cut-off criterion used for $r_c$. As can be seen in Table 17 and Table 18, there were no significant differences observed between the $r_c$ values
for the various groups of subjects (i.e., DR-DR and DR-NR, NR-NR and NR-DR, NR-NR and NR-Data Base Subjects).

Post-hoc inspection of the $r_c$ values revealed that in order to obtain a significant difference between two $r_c$ values, these values had to differ by at least .340 (i.e., $r_{c1} = .500; r_{c2} = .840$). Since the largest single $r_c$ value obtained in the present study was .870 and the largest average $r_c$ value obtained for any one subject was .830, these three hypotheses were untestable (given the .500 cut-off value for $r_c$). Therefore, in order to deal with the $r_c$ cut-off limitation, it would be necessary to vary the cut-off criterion value for $r_c$. A caution is in order here, however, since lowering the cut-off value for $r_c$ would, in all likelihood, increase the probability of Type II errors. Some compromise would have to be reached between the probability of Type II errors and the problems created by utilizing a high cut-off value for $r_c$. 
Hypothesis 1

From Tables 1, 2, and 3 some general comments can be made regarding the levels of performance obtained by the disabled readers/spellers (DR) and the normal readers/spellers (NR) on the variables used in the present study. Overall, the DR group performed at a lower level (i.e., worse) than the NR group on all variables at all four times of testing with the exception of the WISC Performance IQ at Testing 1, the WISC Comprehension subtest at Testing 1, the WISC Vocabulary subtest at Testing 1, the Sensory-Perceptual Errors (Right hand) at Testings 1 to 4, the Sensory-Perceptual Errors (Left hand) at Testings 2 to 4, the Grooved Pegboard Test (Right hand time) at Testings 2 to 4, and the Finger Tapping Test (Right hand) at Testings 2 to 4. In contrast, comparisons between the performances of the DR group and the normative sample revealed more variable results. For example, the DR group performed at levels approximately equal to those of the normative sample on the following variables:

- MAT Word Knowledge Percentile: Testings 3 and 4
- WRAT Reading Standard Score (U.S. norms): Testings 2 to 4
- WRAT Reading Standard Score (Hamilton norms): Testing 4
- WISC Verbal IQ: Testings 1 to 4
- WISC Performance IQ: Testings 1 to 4
- WISC Full Scale IQ: Testings 1 to 4
- WISC Comprehension Scaled Score: Testings 1 to 4
- WISC Similarities Scaled Score: Testings 1 to 4
WISC Arithmetic Scaled Score    Testings 1 to 4
WISC Vocabulary Scaled Score    Testings 2 to 4
Peabody Picture Vocabulary Test IQ Testings 1 to 4
Auditory Closure Test (Number Correct) Testings 1 to 4
Grooved Pegboard Test (Right hand time) Testings 1, 3, 4
Finger Tapping Test (Right hand score) Testings 1 to 4

On all remaining variables at all four times of testing, the DR group performed at lower levels (i.e., worse) than the normative sample.

The NR group performed at levels equal to or better than the normative sample on all variables at all times of testings with the exception of the Verbal Fluency Test (Average Number of Words) at Testings 1 and 2. The results for the NR group are actually quite interesting. In the initial selection procedures, an attempt was made to include only those subjects who were considered to be "average" in terms of achievement levels and WISC Full Scale IQ levels. However, on nearly all variables, the normal group outperformed the normative sample. This would seem to underscore the need for a normal control group (in addition to the use of normative data) in studies with learning disabled children. This would ensure that more complete comparisons were made between the various groups being investigated.

With respect to the three WISC IQ variables (VIQ, PIQ, FSIQ), it could be argued that the observed differences in the matches produced for the NR and DR groups could
possibly be accounted for solely on the basis of differences in IQ between the two groups. (Post-hoc t-tests revealed significantly higher IQ scores for the NR group on all but the WISC Performance IQ at Testing 1 - see Appendix D.) However, it should be kept in mind that the Matching Profile Program utilizes all of the variables from a neuropsychological assessment, not merely the three IQ measures, in producing matched profiles. In addition, matches are produced on the basis of both level and patterns of performance. Therefore, it is highly unlikely that the observed differences in the matches produced for each group (NR and DR) could be accounted for solely on the basis of IQ differences.

The WRAT Reading and WRAT Spelling data presented in Tables 1, 2, and 3 are also very interesting. When the subjects in the present study were tested (from 1968 to 1972), it was felt that the WRAT scores were overestimating the child's actual reading ability. It was because of this that the MAT was chosen as the criterion measure for group selection. In the past, only U.S. normative data has been available for the WRAT. Recently, however, Canadian norms have been published for this measure (Sheehan, 1983). It is interesting to note the difference in the level of performance between these two sets of norms, particularly for the DR group. At nearly all times of testing, on both the WRAT Reading and Spelling subtests, the scores based on the U.S. and the Hamilton
norms differed by approximately one standard deviation. These differences were particularly prevalent at the younger ages and grades. Future studies should certainly take these factors into consideration.

Table 4 contains the average level of phonetic accuracy across all four times of testing for each group. From this table, it can be observed that the average level of phonetic accuracy for the NR group (70.70%) was significantly higher than the average level of phonetic accuracy for the DR group (53.04%). These results are comparable to the results obtained by Sweeney and Rourke (1978). From the Sweeney and Rourke (1978) study, the average level of phonetic accuracy for the normal spellers (younger and older groups combined) was 70.87%. The average level of phonetic accuracy for the disabled spellers (younger and older groups and PI and PA groups combined) was 51.97%.

In terms of neuropsychological impairment levels (see Table 5), it was clearly the case that the DR group was more impaired from a neuropsychological perspective than was the NR group. In fact, the NR group (on the average) could be considered to be essentially normal. Some interesting observations can be made from Table 5. As was predicted, the DR group performed very poorly on both achievement and language-related measures. They also obtained impaired scores on higher-order measures. Many of these tests can be performed more effectively through the utilization of language-related skills (e.g., verbal
mediation, etc.) (Rourke et al., 1983). Therefore, the performance of the DR group on higher-order tasks could have been adversely affected by their language-related disabilities. Russell and Rourke (1984) found that the level of phonetic accuracy of a child's misspellings was related to performance on a higher-order task, the Trail Making Test – Parts A and B. Future studies examining the relationship between higher-order skills and the level of phonetic accuracy of misspellings may be very illuminating.

It is interesting to note in Table 5 that members of the DR group were not as impaired on the WISC Verbal measures as they were on the language-related tasks (10.30% vs. 21.58% impairment, respectively). This is a common finding in learning disabled children (Rourke, 1983b). However, this finding may also be a function of the selection procedures used in the present study. Members of the DR group must have obtained a Full Scale IQ value within the normal range (i.e., 90 –120) in order to be included as subjects in the study. The average Full Scale IQ values for the DR group were within the average range (100.89, 100.37, 103.26, and 103.63 for the four times of testing, respectively). The average Verbal IQ values for the DR group were also well within the average range (96.11, 97.05, 98.32, and 98.05 for the four times of testing, respectively). The results of the present study are in contrast to the results of various studies conducted
by Nelson and Warrington (1974, 1976). These researchers had found that children who exhibited both reading and spelling difficulties (as the subjects in the present study did) also tended to exhibit large WISC Verbal IQ decrements. Certainly, the selection criteria utilized in the present research would have to be considered a major contributing factor in these contrasting results.

Some comparisons can also be made between the results of the present research and the results of Boder's (1973) study. Boder found that most children who have a reading/spelling disability have difficulties in the areas of auditory perception, discrimination, and sequencing, sound-symbol integration, and word analysis/synthesis, while fewer children have visuospatial-perceptual deficits. The results of the present study are certainly comparable to Boder's findings, in that language-related difficulties were much more prevalent than were visual-spatial problems (21.58% vs. 8.76% impairment). Nelson and Warrington (1974) found that children who were retarded in both reading and spelling and who exhibited the highest proportion of phonetically inaccurate errors also showed more general verbal and language dysfunctions. The generalized language disorder was also manifested in delayed speech development and general verbal deficits on the WISC. This would certainly seem to be the case for the subjects in the present study (with the possible exception of the WISC verbal deficits, which have been discussed
It had been predicted that the DR group would exhibit more sensory-perceptual impairments on the right side of the body than on the left side of the body. From Table 5, it can be observed that this was not the case. There was no significant difference between the right-hand and left-hand sensory-perceptual impairments. Referring to Tables 1 and 2, however, reveals that the DR group performed in a manner very similar to the NR group on the Sensory-Perceptual Errors (Right hand) and the Sensory-Perceptual Errors (Left hand) across all four times of testing. The results presented in Table 5 indicate that, on the sensory-perceptual measures, the DR and NR groups were approximately equivalent in terms of levels of impairment (16.33% and 11.05%, respectively). These results would seem to suggest that both the NR and DR groups exhibited some bilateral sensory-perceptual impairments. These impairments appeared to decrease over time, the most dramatic decrease occurring between Testing 2 and Testing 3. Between Testing 3 and Testing 4 there appears to be somewhat of a "levelling off" effect. That is, after the fourth time of testing (age 11.6 years), there may possibly be no further gains made in this particular set of skills. Further testing at later ages would be necessary to confirm this observed "trend".

It was also predicted that the DR group would exhibit more motor/psychomotor impairments on the right side of the
body than on the left side of the body. Again, from Table 5, it can be observed that this was not the case. There was no significant difference between the right-hand and left-hand motor/psychomotor impairments. Referring to Tables 1 and 2 reveals that the DR group performed in a manner very similar to that of the NR group on the Grooved Pegboard Test (Right hand time) and on the Finger Tapping Test (Right hand score). These similarities between the performances of the DR and the NR groups were evident across the last three times of testing. This would seem to indicate that the DR group performed in a "normal" fashion on these two particular motor/psychomotor measures. However, the results presented in Table 5 revealed a 13.96% impairment rating for the DR group (indicating some impairments in motor/psychomotor skills). On the other hand, the NR group received an impairment rating of 5.35% on the motor/psychomotor measures (indicating essentially "normal" test results). This would seem to indicate that measures other than the Grooved Pegboard Test (Right hand time) and the Finger Tapping Test (Right hand score) (e.g., kinetic steadiness, static steadiness, foot tapping, etc.) may have accounted for the differences between these two groups. A more detailed analysis of all motor and psychomotor skills would be necessary in order to precisely delineate the nature of the disabilities of the DR group in these areas.

One of the most interesting findings in the present
investigation was the relationship between the average percent impairment on the neuropsychological measures and the average level of phonetic accuracy. From Table 6, it can be observed that the correlation between the ranks of these two variables for the DR group only was quite robust (rho = 0.509). Also from Table 6, it can be seen that the correlation between the average percent impairment and the average level of phonetic accuracy for the two groups combined (i.e., DR and NR groups) was highly significant (r = -0.661). This indicates that the higher the average level of phonetic accuracy (i.e., the more phonetically accurate the misspellings), the less neuropsychologically impaired the subject was. Conversely, the lower the average level of phonetic accuracy (i.e., the more phonetically inaccurate the misspellings), the more neuropsychologically impaired the subject was.

Figure 3 is presented as a graphic representation of the relationship between the average level of phonetic accuracy of a subject's misspellings and the average percent of neuropsychological impairment for all subjects in the present study. The relationship between these two variables is clearly represented in this figure.

With respect to neuropsychological impairment, if a line were drawn at 11.75% average impairment, it would be found that 20 of the 23 subjects in the NR group obtained average impairment ratings lower than 11.75%. Only 3 subjects in the DR group obtained average impairment
ratings lower than this value. In contrast, only 3 members of the NR group received average impairment ratings above 11.75%, while 16 of the 19 subjects in the DR group obtained average impairments ratings higher than this value.

In terms of average level of phonetic accuracy, if a line were drawn at 61%, it would be found that 14 of the 19 subjects in the DR group obtained average levels of phonetic accuracy which were lower than 61%. Only 2 of the 23 members of the NR group obtained average levels of phonetic accuracy which were lower than this value. In contrast, 21 subjects in the NR group obtained average levels of phonetic accuracy which were higher than 61%, while only 5 of the 19 subjects in the DR groups obtained average levels of phonetic accuracy which were higher than this value.

Therefore, it would appear that 11.75% average neuropsychological impairment and 61% average level of phonetic accuracy could be used as "criteria" levels for "discriminating" between normal and disabled readers/spellers. It would be very interesting to perform further statistical analyses using these criteria levels for these two variables and these two groups. In addition, it would be informative to perform a cross-validation study with another sample to confirm the validity of these variables and values in discriminating between NR and DR subjects.
Hypothesis 2 a)

It was hypothesized that the lower the average level of phonetic accuracy of a subject's misspellings on the WRAT Spelling subtest (i.e., the more phonetically inaccurate), the lower the scores would be on the four achievement measures employed in the present research (WRAT Reading, WRAT Spelling, MAT Reading, and MAT Word Knowledge). From Table 7, it can be observed that the average level of phonetic accuracy was significantly related to the WRAT Reading Standard Score at three times of testing (1, 3, and 4), to the WRAT Spelling Standard Score at one time of testing (1), to the MAT Reading Standard Score at one time of testing (4), and to the MAT Word Knowledge Standard Score at three times of testing (1, 2, and 4). These results, particularly those involving the WRAT Spelling subtest, are somewhat contrary to those reported by Russell and Rourke (1984). In the Russell and Rourke (1984) study, both spelling and reading achievement measures (i.e., the WRAT) were highly and consistently related to levels of phonetic accuracy. The results of the present study were, in all likelihood, adversely affected by the restrictions in range imposed by the selection criteria for the DR group. Post-hoc analyses performed to adjust for the curtailment of range in the DR group produced statistically significant results in three of the eight correlations that initially were not significant. These results were presented in Table 7. Closer inspection of these results reveals that,
when corrections were applied to account for the curtailment in range of the achievement variables, the average level of phonetic accuracy was significantly related to the WRAT Reading Standard Score at all four times of testing, to the WRAT Spelling Standard Score at two times of testing (1 and 3), to the MAT Reading Standard Score at only one time of testing (4), and to the MAT Word Knowledge Standard Score at all four times of testing.

The WRAT Reading Standard Score and the MAT Word Knowledge Standard Score were consistently and highly related to the average level of phonetic accuracy in the present study. Both of these measures require the child to decode words. Therefore, the results of the present study would seem to indicate that the more phonetically accurate the child's misspellings were, the better the performance on decoding measures. This would seem to indicate a strong relationship between phonetic accuracy of misspellings and those processes that are necessary for decoding.

The MAT Reading subtest is a reading comprehension test, in which the child is required to read a short passage and answer a number of questions about the passage in a specified amount of time. A relationship between the MAT Reading Standard Score and the average level of phonetic accuracy of misspellings was found only at the fourth time of testing. This is in agreement with the results of the Sweeney and Rourke (1978) work, where differences between PI and PA spellers were particularly
marked at the older age levels (i.e., 13 years of age). In the present investigation, the average age of the subjects at the fourth time of testing was 11.6 years. It may very well be the case that clear differences in the performances of subgroups of spellers (e.g., those who have high average levels of phonetic accuracy and those who have low average levels of phonetic accuracy) on more complex linguistic tasks, do not emerge until later on in the developmental process (i.e., as the child grows older).

In the case of the WRAT Spelling subtest, it may have been the case that the restricted range and the positively skewed distribution of this variable negatively affected its relationship with other variables, particularly the average level of phonetic accuracy (which was normally distributed). McNemar (1969) suggested that both of these problems (i.e., curtailed distribution/restricted range and skewed distribution) will negatively affect the correlation coefficient. Future studies with these data should consider utilizing transformation(s) of all variables which have skewed distributions. Winer (1962) suggested that "the logarithmic transformation is particularly effective in normalizing distributions which have positive skewness" (p. 400).

Another explanation for the low, nonsignificant relationship between the WRAT Spelling Standard Score and the average level of phonetic accuracy of misspellings should also be entertained. It may very well be the case
that, in a spelling-impaired population, the average level of phonetic accuracy is not related to the actual level of spelling achievement. It is often the case that spelling-disabled children will attempt to spell few, if any, words beyond their present level of knowledge. However, in any "spelling-impaired" population, there will most likely be a restriction of range in the level of spelling achievement. The average level of phonetic accuracy of misspellings may be more closely related to (and a better indicator/predictor of) other skills which have a more normal distribution and a greater range of scores. However, the average level of phonetic accuracy may also be related to the level of spelling achievement in a population where the range is not curtailed and the distribution is normal.

Hypothesis 2 b)

It was hypothesized that a similar relationship would be obtained in the present study between the average level of phonetic accuracy and a number of neuropsychological variables as in the Sweeney and Rourke (1978) study. The results presented in Table 8 indicate that the average level of phonetic accuracy was significantly related to the Auditory Closure Test at all four times of testing, to the WRAT Reading Grade level and to the Verbal Fluency Test at three times of testing, to the WISC Information subtest at two times of testing, and to the WISC Vocabulary subtest and the Peabody Picture Vocabulary Test at one time of
testing. The average level of phonetic accuracy was not significantly related to the WISC Similarities subtest, the WISC Comprehension subtest, the WISC Arithmetic subtest, or to the Sentence Memory Test at any of the four times of testing.

The results obtained in the present study are quite similar to the results of the Russell and Rourke (1984) investigation. In both studies, the WRAT Reading Grade level and the Verbal Fluency Test were related to level of phonetic accuracy. The Sentence Memory Test was not related to level of phonetic accuracy in either study. In the Russell and Rourke (1984) work, the WISC VIQ was related to level of phonetic accuracy at only one time of testing. The authors felt that low variability in this measure could have accounted for this finding. In the present study, the various WISC Verbal subtests were much less highly and less consistently related to the average level of phonetic accuracy than were some of the other neuropsychological variables. From Table 1 it can be seen that the standard deviation values for the WISC Verbal subtests in the present research were significantly less than the standard deviation value of 3.00 commonly used for the scaled scores on the WISC. Therefore, as in the Russell and Rourke (1984) study, low variability on each of the WISC Verbal subtests could have accounted for the results obtained in the present study. The selection criteria utilized in the present investigation may have
been one of the most limiting factors in the analyses involving the WISC variables.

In the present investigation, the Auditory Closure Test and the average level of phonetic accuracy were positively, significantly, and consistently related to each other. This is in sharp contrast to the results of the Russell and Rourke (1984) study, in which the Auditory Closure Test was not related to the level of phonetic accuracy. Russell and Rourke (1984) suggested that a ceiling effect for this measure may have accounted for the lack of relationship between these two variables. The ceiling effect observed in the Russell and Rourke (1984) study could very well have been due to the fact that the subjects were tested five times over a 12-month period. It is quite conceivable, therefore, that the subjects "learned" how to perform the Auditory Closure Test during this time. In contrast, the subjects in the present study were given only one assessment per year. Therefore, it is quite unlikely that there was any positive transfer of training or "learning" from one testing session to the next. This hypothesis is certainly supported by the fact that there were no ceiling effects observed on any of the measures in the present study. These differences in assessment procedures could very well have accounted for the contrasting results obtained for the Auditory Closure Test.

In the Russell and Rourke (1984) study, scores on the Auditory Analysis Test (Rosner & Simon, 1970) were highly
and consistently related to the level of phonetic accuracy. This test requires the child to reproduce a number of spoken words whilst omitting specific phonemic elements of those words. The Auditory Closure Test, on the other hand, requires the child to blend phonemes to produce various words. It would be interesting to include both of these measures in future studies with spelling/reading disabled children. This would allow for further delineation of the relationship between level of phonetic accuracy and these two tasks. It would also allow for comparisons to be made between the two tasks.

Comparisons were also made between the rankings of the variables in the Sweeney and Rourke (1978) research and the rankings of the variables in the present study. These rankings are described and presented on page 70. The results of these comparisons are presented in Table 8. An inspection of Table 8 reveals that, in contrast to what was predicted, none of the sets of rankings were similar between the two studies. Several explanations of these results are possible. First, in the Sweeney and Rourke (1978) study, phonetic accuracy was studied as a dichotomous variable (i.e., PA and PI). In the present research, phonetic accuracy was viewed as a continuous variable (i.e., as a level of phonetic accuracy). It may not be appropriate to compare the results of two studies in which one variable has been defined in two different ways.
In the Sweeney and Rourke (1978) study the subjects were chosen so as to maximize the difference between the two groups (i.e., PI vs. PA). In contrast, the subjects in the present study varied in their average level of phonetic accuracy of their misspellings. For example, the average level of PA in the DR group ranged from a low of 18.25% to a high of 82.50%. In addition, the two studies differed in the criteria used for subject selection. In the Sweeney and Rourke (1978) study, the subjects were selected on the basis of performance on the WRAT Spelling subtest. In the present investigation, subject selection was based on performances on the MAT Reading and Word Knowledge subtests. It is interesting to note, however, that in the Sweeney and Rourke (1978) study the spelling-disabled subjects performed at impaired levels on reading measures. In the present investigation, the reading-disabled subjects performed at impaired levels on spelling measures. Evidence from these two studies suggests that many learning disabled children may have difficulties in both reading and spelling. Spelling and reading problems may be related and a child who is experiencing difficulties in one area may very well be having concurrent difficulties in the other area. Professionals working with learning disabled children should be well aware of this possibility.

Hypothesis 2 c)

It was hypothesized that the lower the average level of
phonetic accuracy of a subject's misspellings, the more total errors on the Aphasia Screening Test (minus the dyspraxic errors). That is, the lower the average level of phonetic accuracy, the more language-related errors on the Aphasia Screening Test. From Table 9 it is apparent that these two variables were significantly and negatively related to each other at Testing 3 and Testing 4. Thus, at these two times of testing, the higher the average level of phonetic accuracy, the better the performance on the language-related items of the Aphasia Screening Test. Conversely, the lower the average level of phonetic accuracy, the worse the performance on the language-related items of the Aphasia Screening Test. These results are similar to the results obtained in the Sweeney and Rourke (1978) study, in which the differences between the three groups (i.e., Ns, PAs, and PIs) were most marked at the older age level. Similarly, in the present investigation, the relationship between average level of phonetic accuracy and the language-related items on the Aphasia Screening Test was statistically significant only at the two older age levels studied.

The results of this study are generally in line with expectations based upon a "deficit" interpretation of the learning disability in question (Rourke, 1976b). Specifically, the deficiencies of the DR group in language-related skills on the Aphasia Screening Test appeared to be more marked at the older age levels. In
addition, the relationship between the average level of phonetic accuracy and these language-related skills was apparent only at the older age levels.

Hypothesis 2 d)

It was hypothesized that the average level of phonetic accuracy would be related to the sensory-perceptual impairments on the right side of the body in the DR group. That is, the lower the average degree of phonetic accuracy of a disabled subject's misspellings, the more sensory-perceptual impairments on the right side of the body. From Table 10, it is apparent that this was the case at Testing 2 and at Testing 3. At these two times of testing, the lower the average level of phonetic accuracy, the more sensory-perceptual errors were made on the right side of the body. At Testing 1 and at Testing 4, the relationship between these two variables was not statistically significant. At Testing 1 it is possible that there was too little variability in the scores on the sensory-perceptual measures, resulting in a restricted range and/or a skewed distribution. In addition, the sensory-perceptual tasks that were administered at Testing 1 were substantially different than the sensory-perceptual tasks administered at the remaining three times of testing (the differences between these two sets of tasks are delineated on pages 104 - 106).

It is interesting to observe that at the fourth time of
testing there was virtually no relationship between the average level of phonetic accuracy and the sensory-perceptual errors on the right side of the body \(r = -0.002\). It is possible that this result is related to a type of "developmental lag" phenomenon. This phenomenon was first described and discussed by Satz and his colleagues (Satz & Friel, 1973; Satz & Van Nostrand, 1973; Satz, Friel, & Rudgeair, 1976; and Satz, Taylor, Friel, & Fletcher, 1978). These researchers view dyslexia as the result of a delay in sensory-motor abilities (primarily during the preschool years) and conceptual-linguistic abilities (primarily during the early and middle school years) which are crucial for the acquisition of reading skills and which are, in turn, the result of a lag in the maturation of the cerebral cortex. In all of this, it is assumed that the dyslexic child is developmentally similar to a younger normal child and that eventually he will "catch up" to his age mates in those skills that are crucial for the development of reading. (Rourke, 1976b, p. 126)

Satz et al. (1978) concluded that preconceptual sensory-motor and perceptual skills which develop earlier in life (i.e., during the ages of five to seven) may play the most important role in predicting later reading achievement.

Although it is somewhat difficult to compare the results of the present study with those results reported by
Satz and his colleagues, some interesting observations can be discussed. In this discussion, however, the various differences between the two studies must be kept in mind. First of all, different measures of finger localization were used in each of the two studies. Secondly, in the present investigation, a composite measure of sensory-perceptual functioning was used in order to increase the variability in the test scores. Thirdly, in the present research, the average age of the children at the first time of testing (i.e., 7 - 8 years) was older than the age at which Satz and his colleagues reported a relationship between sensory-perceptual impairments and future reading achievement (i.e., 5 to 7 years).

In the present investigation, there were no significant differences between the DR and NR groups in terms of sensory-perceptual impairments. Both groups exhibited bilateral and approximately equal difficulties on the composite measure of sensory-perceptual functioning (i.e., finger agnosia, fingertip dysgraphesthesia, and astereognosis). The "developmental lag" phenomenon suggests that reading disabled children should exhibit impairments in sensory-perceptual skills, relative to normal children, at younger, but not at older age levels. In the present study, the disabled group did not exhibit impairments relative to the normal group at any of the age levels (i.e., 7 - 8, 9 - 10, 10 - 11, 11 - 12). It is possible that significant differences would have been
obtained between the two groups on these measures at earlier age levels, such as those used in the various studies by Satz and his colleagues (i.e., 5 - 7 years). Further research with younger children would provide more information regarding this hypothesis.

It is interesting to note that at the fourth time of testing, there was virtually no relationship between the sensory-perceptual impairments on the right side of the body and the average level of phonetic accuracy in the DR group. In order to compare the two groups (NR and DR) in terms of this relationship, correlations were calculated between the sensory-perceptual impairments on the right side of the body and the average level of phonetic accuracy for the NR group. The results presented in Appendix E indicate that there was no significant relationship between these two variables at any of the four times of testing for the NR group.

Therefore, although there was no evidence of a "developmental lag" phenomenon in the sensory-perceptual abilities of the DR group, there appears to be a type of "lag" in the relationship between the sensory-perceptual impairments on the right side of the body and the average level of phonetic accuracy. Although the DR and NR groups obtained similar levels of sensory-perceptual impairment at all four times of testing, the relationship between the average level of phonetic accuracy and the sensory-perceptual impairments on the right side of the body was
clearly different between the two groups. Since the measures utilized at Testing 1 were different than those used at the other three times of testing, the results from the first testing will not be included in the following discussion. Looking then at Testings 2 and 3, the DR group exhibited a statistically significant relationship between average level of PA and the sensory-perceptual impairments on the right side of the body. Similar results did not obtain for the NR group. However, at the fourth time of testing, the two groups obtained essentially identical results. Neither the NR nor the DR group exhibited a relationship between average level of PA and the sensory-perceptual impairments on the right side of the body at Testing 4. In other words, the DR group exhibited a relationship similar to the NR group only at the fourth time of testing. These findings could possibly be explained by the existence of a type of "developmental lag" phenomenon which can be observed in the DR group.

It is interesting to compare the results of the present study with the results obtained by Reed (1968). In his study of tests which "discriminated" between good and poor readers at two age levels, he found that finger localization (one of the sensory-perceptual measures used in the present investigation) discriminated between the two groups at age 6 and also at age 10. It did not discriminate between good and poor readers as well as the various WISC variables did, but it was a better
discriminator than tests of motor functioning (e.g., finger	
tapping speed). On the other hand, Finger-tip Symbol	
Writing (the same task as that used at Testing 1 in the	
present research) did not distinguish between normal and	
poor readers at either age. This lends more support to the	
contention that the measures utilized at the first time of	
testing in the present research were qualitatively and/or	
quantitatively different than those used at the three other	
testing times. In future analyses with these data, it may	
be beneficial to consider the results of Testing 1	
separately from the results of the other three testings.	
It is somewhat difficult to compare precisely the results	
of the present investigation with those reported by Reed	
(1968) due to the utilization of the composite measure of	
sensory-perceptual functioning in the present research.	
However, the results of both studies suggest that sensory-
perceptual impairments may be related in some manner to	
reading (and perhaps, spelling) achievement levels in
disabled readers. Further research comparing the sensory-
perceptual abilities of normal and disabled readers at	
various age levels would be helpful in elucidating more	
precisely the nature of these skills in each group. It	
would also be interesting to conduct further research into	
the nature of the relationship between sensory-perceptual	
impairments and other indicators of reading and spelling	
achievement (e.g., phonetic accuracy of misspellings) in	
both normal and disabled readers/spellers.
Comparisons were also made between the performances of the right and left sides of the body in terms of the relationship between sensory-perceptual errors and average level of phonetic accuracy. Table 10 contains the correlations between the sensory-perceptual errors on the left side of the body and the average level of phonetic accuracy. It is interesting to note that the results obtained for the left side of the body were very similar to the results obtained for the right side of the body. A significant negative relationship existed between the average level of phonetic accuracy and the sensory-perceptual errors on the left side of the body at Testings 1, 2, and 3. Thus, at these three times of testing, the lower the average level of phonetic accuracy, the more sensory-perceptual errors were made on the left hand. In contrast to the results obtained for the right hand, there was a significant relationship between these two variables at the first time of testing. Referring to Table 1, it can be observed that, at Testing 1, the mean number of sensory-perceptual errors on the left hand was substantially larger than the mean number of sensory-perceptual errors on the right hand (5.11 vs. 3.89, respectively). In addition, the variability for the left hand scores was greater than the variability for the right hand scores (2.97 vs. 1.77, respectively). These two factors (i.e., the higher mean score and the greater variability in the left hand scores) could have contributed to the differing results between the
two hands on the sensory-perceptual measures at the first
time of testing.

It is interesting to compare the results in Table 5 and
Table 10, with respect to the sensory-perceptual errors on
each side of the body. Due to the differences in the
measures utilized at Testing 1 (i.e., Fingertip Symbol
Writing and Astereognosis for Shapes), the following
discussion will focus on the last three times of testing
(i.e., Testings 2, 3, and 4) only. In Table 5 it was noted
that there were no significant differences between the
right-hand and left-hand impairments on all of the
sensory-perceptual measures (52.00% vs. 48.00%,
respectively). In Table 10, it was noted that the average
level of phonetic accuracy was related to the sensory-
perceptual errors (for a subset of these measures -
Fingertip Number Writing, Finger Agnosia, and Astereognosis
for Coins) on both the right and left sides of the body at
the second and third times of testing. This would seem to
indicate that the sensory-perceptual abilities on both
sides of the body are related to (and perhaps predictive
of) some psycholinguistic skills (e.g., level of phonetic
accuracy) at specific age levels. As was discussed
earlier, it is possible that a type of "developmental lag"
phenomenon was exhibited in the DR group for the right hand
sensory-perceptual impairments and their relationship to
average level of phonetic accuracy. It would be
interesting to compare the left hand sensory-perceptual
impairments and their relationship to average level of phonetic accuracy in both the DR and NR groups in order to determine if similar developmental trends existed on both sides of the body.

It was also hypothesized that the average level of phonetic accuracy would be related to the motor/psychomotor impairments on the right side of the body. That is, the lower the average level of phonetic accuracy of a subject's misspellings, the more motor/psychomotor impairments on the right side of the body. From Table 11 it can be observed that the average level of phonetic accuracy was not related to performance on either the Grooved Pegboard Test (Right hand time) or on the Finger Tapping Test (Right hand score) at any of the four times of testing. From Table 1, it can be observed that the DR group performed in an essentially normal fashion on both of these measures (i.e., their scores were approximately equivalent to the mean scores for the normative group on both measures). Therefore, the DR group was not impaired on either of these motor measures. This is not an uncommon finding with learning disabled children.

However, the results presented in Table 5 indicated that the DR group received an average impairment score of 13.96% on the motor/psychomotor measures across the four times of testing. Therefore, other motor/psychomotor measures (e.g., kinetic steadiness, static steadiness, foot
tapping, performance on the Tactual Performance Test, etc.) must have accounted for these impairment ratings. Future studies should examine all of the motor and psychomotor measures in order to precisely delineate the relationship between these variables and level of phonetic accuracy.

In any case, the results of the present investigation are in agreement with the results of the Russell and Rourke (1984) study. In this study, as in the present research, it was found that scores on the Grooved Pegboard were not related to the level of phonetic accuracy. A very similar result was obtained by Reed (1968). The results of his study with good and poor readers at ages 6 and 10 suggested that "relatively pure motor abilities have little to do with reading skills" (pg. 49).

Hypotheses 3 a) and 3 b)

In Hypothesis 3 a) it was predicted that members of the DR group would be matched with children from the data base who had any one of (or any combination of) the following characteristics:

- delayed language development
- speech difficulties
- language problems
- aphasia or other specific language disorders
- learning and/or reading disabilities
- Left Temporal/Left Frontal/Left Parietal brain areas involved
In Hypothesis 3b) it was predicted that members of the NR group would be matched with children from the data base who had the following characteristics:

- normal children
- normal development with no significant delays
- no outstanding behavioural difficulties
- no clear-cut or diagnosed neurological dysfunction

In addition, some comparisons were made between intragroup (e.g., DR - DR) matches and intergroup (e.g., DR - NR) matches. There were no particular hypotheses generated regarding these intragroup and intergroup matches. However, it was believed that the results of these analyses would be informative.

From Table 12 and Table 14 it is clear that the DR group matched with children from the data base who had academic problems or who exhibited low levels of academic achievement, who had speech and/or language problems, whose WISC Verbal IQ was less than their WISC Performance IQ by at least 10 points, and/or who had the left cerebral hemisphere implicated in their neuropsychological diagnosis. The DR group matched with a large number of these children from the data base and the average percentage of matches with these children was also quite high (particularly in comparison to the results obtained for the NR group). Comparatively few of the DR group matched with children from the data base who had "other" neuropsychological problems. This was certainly not an
unexpected finding, given the nature of the "other"
neuropsychological problems (See Appendix C).

It is interesting to note that 25% of the matches for
the DR group were with "normal" children from the data
base. Post-hoc analyses indicated that the higher the
average level of phonetic accuracy, the more matches there
were with normal children (see Table 16). In addition, the
data presented graphically in Figure 3 would seem to
indicate that, in this particular group of children (and
perhaps in most other groups as well), there was some
"overlap" between normal and disabled readers/spellers.
This result underscores the need for a complete examination
of all learning disabled children. The results of the
present study suggest that a small subgroup of disabled
readers/spellers obtained essentially "normal"
neuropsychological profiles. For these children, factors
other than those assessed neuropsychologically (e.g.,
behavioural, emotional, psychosocial, etc.), may have
contributed to their reading and spelling difficulties.
It would be very instructive to further examine those
subjects who obtained "normal" neuropsychological profiles
and also those subjects who matched with normal children in
order to attempt to determine the factors which could have
produced these results.

It is interesting to note that two of the three
disabled readers/spellers who eventually obtained "normal"
test scores on the MAT also "overlapped" with normal
subjects from the data base and members of the NR group. These results indicate a need for further research of a longitudinal nature that will help to delineate possible predictors of future reading and spelling abilities and disabilities.

In contrast to the DR group, the NR group matched almost exclusively with normal children from the data base. Normal subjects were by far the highest number of matches and also the highest percentage of matches for the NR group.

These results of the present study are both revealing and unequivocal. It is very interesting to have demonstrated that this particular group of reading and spelling disabled children did indeed match with children from another data base in terms of their neuropsychological profiles. These matches were based on level of performance, pattern of performance, and comparisons between the performances on the two sides of the body. It is important to note that the data base children were not merely another group of learning disabled children. Many of these children had received a diagnosis of head injury, cerebrovascular accident, and various other neurological disorders. It would be very interesting to further determine the relationship between this group of reading and spelling disabled children and various etiological groups in the data base. For example, it may be possible to determine the relationship between the level of phonetic
accuracy of misspellings of reading/spelling disabled children and the severity of head injury in the matched subjects from the data base. This and other similar studies would be instrumental in providing further support for the contention that "cerebral dysfunction is at least one crucial factor which can limit the satisfactory adaptation of children with learning disabilities" (Rourke, 1976a, p. 90).

When the disabled readers/spellers and the normal readers/spellers were matched only within these two groups (i.e., excluding the data base matches), clear differences emerged between the two groups. Table 13 contains rather conclusive evidence that there were far more intragroup (within group) matches than there were intergroup (between group matches). Although this particular result was not hypothesized, it is clearly what would be expected given the nature of the subjects in the present study. That is, a learning disabled child is much more similar to other learning disabled children (in terms of neuropsychological ability structure), than he/she is to normal children.

Hypothesis 4 a)

It was hypothesized that the lower the average level of phonetic accuracy, the more matches and the higher the average correlations with various groups of children from the data base (i.e., language-disordered children, children with academic difficulties, children with the left cerebral
hemisphere implicated in the neuropsychological diagnosis, children with the WISC VIQ less than the WISC PIQ by at least 10 points, children who possessed "other" disabilities, and normal children). It was found that the lower the average level of phonetic accuracy, the higher the percentage of matches with both language-disordered children and children with academic difficulties. It was also found that the lower the average level of phonetic accuracy, the lower the percentage of matches with normal children. Thus, the average level of phonetic accuracy would appear to be related to language-related difficulties, general academic difficulties, and also to the presence of an "abnormal" neuropsychological profile in the data base matches.

The average level of phonetic accuracy was not significantly related to "other" disabilities in the data base matches, which would be predicted given the nature of the "other" disabilities (i.e., non-language related problems). There was also no significant relationship between the average level of phonetic accuracy and the percentage of matches with children with the left cerebral hemisphere implicated in the neuropsychological diagnosis. Although a relationship between these two variables would have been predicted, the low number of matches \(n = 35\) could have been a factor in the observed result.

In addition, the average level of phonetic accuracy was not related to the percentage of matches with children
whose WISC VIQ was less than their WISC PIQ by at least 10 points. Again, a relationship between these two variables would have been predicted, but this was clearly not the case. In a future study it would be interesting to examine the relationship between level of phonetic accuracy and WISC VIQ-PIQ differences in the disabled readers themselves (as opposed to WISC VIQ-PIQ differences in the matched subjects).

Hypothesis 4 b)

As was discussed earlier, the results of Hypothesis 4 b) were adversely affected by both the .500 cut-off value used for $r_c$ and also by the 10-matches limitation. This hypothesis was rendered virtually untestable by these two limitations.

Hypotheses 5 a) and 5 b)

Again, as was discussed earlier, the results of Hypotheses 5 a) and 5 b) were negatively affected by both the .500 cut-off value for $r_c$ and by the 10-matches limitations.

However, some very interesting observations were made while performing the calculations for Hypotheses 4 b) and 5 a). From these observations, it can be concluded that, for the DR group, the higher the average level of phonetic accuracy, the higher the percentage of matches with NR subjects and the higher the average $r_c$ value of matches.
with NR subjects. Thus, more evidence is provided for the contention that the level of phonetic accuracy may be used as one indicator of "normality" (or lack of normality) in reading/spelling disabled children. That is, the higher the average level of phonetic accuracy of misspellings in a reading/spelling disabled child, the more likely that child is to have a "normal" neuropsychological profile. In contrast, the lower the average level of phonetic accuracy, the more likely the child is to have an "abnormal" neuropsychological profile. These findings are closely related to the results presented in Figure 3.

Hypothesis 6

It was hypothesized that the profiles of the NR and of the DR groups would be equally stable over the four-year time period of the present research. The results presented in Table 20 clearly indicate that this was the case. The intra-subject matches for both the DR and NR groups produced average \( r \) values of approximately .700. Therefore, although there were relatively few subjects who actually matched with themselves (this result has been discussed earlier with respect to the 10-matches limitation), the neuropsychological profiles of those subjects who did match with themselves were highly stable over the four-year period. This would seem to indicate that, in most cases, neuropsychological profiles are
relatively stable over time. Under "normal" educational circumstances (e.g., no remedial assistance provided), the neuropsychological ability structures of most children would not be expected to change dramatically over a period of time. The effects of any extra assistance may produce changes. The present study was not designed to examine possible changes in neuropsychological ability structure with remedial assistance. Future studies should definitely be devoted to this area of research.

Hypothesis 7 a)

Post-hoc analyses were performed to examine more closely the abilities of three subjects in the DR group who obtained "normal" scores on either the MAT Reading subjects or on the MAT Word Knowledge subtest at the fourth/final time of testing. Two of these subjects (#52 and #49) obtained high average levels of phonetic accuracy, low neuropsychological impairment ratings, high percentages of matches with normal children from the data base, and high percentages of matches with subjects from the NR group. Given these results, it would not be unreasonable to consider these two subjects as essentially "normal". For subject #45, none of the above-mentioned factors seemed to account for his gains on the two MAT measures. In the context of the present study, it is difficult to determine precisely what factors could have accounted for his improved scores.
Upon closer inspection of Figure 3, it was obvious that two other subjects in the DR group (#47 and #48) "overlapped" with subjects in the NR group. Table 23 contains the relevant information for these two subjects. From Table 23 it can be observed that subject #47 made some gains on all four achievement measures (particularly on the WRAT Reading subtest). His average level of phonetic accuracy was relatively high (62.5%; rank = 15). He obtained a low impairment rating on the neuropsychological measures (5.9%). In addition, he obtained a high percentage of matches with NR subjects. He did not, however, obtain a high percentage of matches with normal subjects from the data base (i.e., his percentage of matches with normal subjects was quite low - 12%). In any case, this subject could also be considered to be essentially "normal" in many respects.

Subject #48 obtained the highest average level of phonetic accuracy in the DR group (82.5%). His neuropsychological impairment rating was relatively low (12.5%) compared to the majority of the subjects in the DR group. In addition, he obtained a high percentage of matches with normal subjects from the data base (70%). However, it is interesting to note that this subject did not make gains on the four achievement measures employed in the present study. Indeed, with the exception of the MAT Reading subtest, his scores actually declined from the first to the fourth time of assessment. Therefore,
Table 23

Characteristics of Disabled Readers/Spellers who "Overlapped" with Normal Subjects in terms of Average Level of Phonetic Accuracy and Neuropsychological Impairment

<table>
<thead>
<tr>
<th></th>
<th>MAT R %</th>
<th>MAT WK %</th>
<th>WRAT R %</th>
<th>WRAT S %</th>
<th>Average PA</th>
<th>% Rank</th>
</tr>
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<tbody>
<tr>
<td>47</td>
<td>20</td>
<td>35.0</td>
<td>15</td>
<td>40.0</td>
<td>23</td>
<td>82</td>
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<tr>
<td>48</td>
<td>31</td>
<td>38.0</td>
<td>35</td>
<td>77.5</td>
<td>77</td>
<td>23</td>
</tr>
</tbody>
</table>

Subject % of Matches % of Matches with Normal Subjects

<table>
<thead>
<tr>
<th></th>
<th>with NR Subjects</th>
<th>Normal Subjects in the Data Base</th>
</tr>
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<tbody>
<tr>
<td>47</td>
<td>65</td>
<td>12</td>
</tr>
<tr>
<td>48</td>
<td>23</td>
<td>70</td>
</tr>
</tbody>
</table>

Subject # Percent Impairment

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<tbody>
<tr>
<td>47</td>
<td>5.9</td>
</tr>
<tr>
<td>48</td>
<td>12.5</td>
</tr>
</tbody>
</table>
although this subject could be classified as "normal" in many ways, his achievement test scores did not reflect these positive attributes.

Although the present study was not designed to determine variables which were "predictive" of future abilities and/or test scores, it was quite definitive in its illumination of factors which could be used in future research of a more predictive nature. Certainly, some indicator of level of phonetic accuracy of misspellings would have to be considered as a potential variable in studies of this particular nature.

Hypothesis 7 b)

Post-hoc analyses were performed to further examine the abilities of two subjects in the NR group who obtained "disabled" scores on either the MAT Reading subtest or the MAT Word Knowledge subtest at the fourth/final time of testing. Both of these subjects (#25 and #12) obtained relatively low average levels of phonetic accuracy (in comparison to other NR subjects). They also obtained relatively high impairment ratings on the neuropsychological measures (13.3% and 9.0%, respectively). They obtained relatively high percentages of matches with children from the data base who were not "normal" and they did match with some children from the DR group (in contrast to the majority of the NR subjects who had few or no matches with DR subjects). Thus, these two
subjects could be considered to be, in many respects, "disabled" (at least by the fourth time of testing).

Upon closer inspection of Figure 3, it was obvious that two other subjects (#3 and #19) "overlapped" to some degree with subjects in the DR group. Table 24 contains the appropriate information for these two subjects. From Table 24 it can be seen that subject #3 exhibited declines in his test scores on two of the four achievement measures. He obtained a relatively low average level of phonetic accuracy (65.75%; rank = 6). His impairment rating on the neuropsychological measures was relatively high (12.1%). In fact, this score is above the 10% cut-off score generally accepted as a "normal" neuropsychological profile. In addition, 50% of this subject's matches were with disabled subjects from the data base. However, he did not match with any DR subjects. Subject #19 exhibited a decline on two of the four achievement measures. His impairment rating on the neuropsychological measures was relatively high (12.1%). In addition, he obtained a high percentage of matches with both DR subjects and also with subjects from the data base who were not "normal". However, his average level of phonetic accuracy was relatively high (74.5%; rank 15).

Again, although the present study was not designed to be strictly "predictive" in nature, the results clearly support the results of the Russell and Rourke (1983) study which suggested that phonetic accuracy should be considered
Table 24

Characteristics of Normal Readers/Spellers who "Overlapped" with disabled Readers/Spellers in terms of Average Level of Phonetic Accuracy and Neuropsychological Impairment

<table>
<thead>
<tr>
<th></th>
<th>MAT R %</th>
<th>MAT WK %</th>
<th>WRAT R %</th>
<th>WRAT S %</th>
<th>Average PA</th>
<th>Rank</th>
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<td>T 1 T 4</td>
<td>T 1 T 4</td>
<td>T 1 T 4</td>
<td>T 1 T 4</td>
<td>% Rank</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>82</td>
<td>55</td>
<td>65</td>
<td>55.0</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>19</td>
<td>65</td>
<td>45</td>
<td>65</td>
<td>78.3</td>
<td>86</td>
<td>99</td>
</tr>
</tbody>
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Subject % of matches % of matches with children from the
# of matches with DR subjects data base who were not "normal"

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<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>81</td>
</tr>
</tbody>
</table>

Subject # Percent Impairment

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<tbody>
<tr>
<td>3</td>
<td>12.1</td>
</tr>
<tr>
<td>19</td>
<td>12.1</td>
</tr>
</tbody>
</table>
to be a very important variable in any research dealing with reading/spelling disabled children. Future research with larger numbers of subjects could address such issues as the role of phonetic accuracy in predicting future reading/spelling difficulties (e.g., multiple regression analyses), and the ability of phonetic accuracy to discriminate between groups of subjects (e.g., discriminant function analyses).
Implications for Remediation

Although the present research was not specifically designed to address the issue of remediation for reading/spelling disabled children, several implications for remedial assistance can be suggested on the basis of the information presented. Sweeney and Rourke (1985) discussed several remedial strategies which may be helpful for PA and PI spellers. Specifically, they suggested the following:

1. PIs should be provided with as many opportunities as possible to deal with words through phonetic analysis. This could include both segmenting words into their phonemic elements and blending together individual segments to form words. Sight-word strategies could be introduced as an additional approach to words, once phonemic analysis has been mastered. However, it may be necessary to rely solely on sight-word strategies if phonetic approaches prove to be fruitless.

2. Since PAs tend to over-utilize phonetic analysis in their approaches to reading and spelling, it may be of more benefit to use remedial strategies which are more visual in nature. These could include sight-word strategies, "visualizing" the graphic features of words, using "flashcard" exercises and/or tachistoscopic presentations, trying multisensory methods such as VAKT, and other techniques which focus on the visual-spatial aspects of words.
The results of the present study suggest that different remedial strategies may be appropriate for different "subtypes" of learning disabled children. Clearly, this is the implication from past research in the field (Lyon, 1985; Rourke, Bakker, Fisk, & Strang, 1983; Sweeney & Rourke, 1985). One particular aspect of the present research may be particularly relevant to a discussion of remedial strategies. From the results presented in Figure 3, the following suggestions may be entertained:

1. A child with a high average level of phonetic accuracy and a low average level of neuropsychological impairment may benefit from an instructional method such as a "synthetic phonics" approach. The high level of PA would suggest that the child is capable of understanding and utilizing phonetic information. The low level of impairment would suggest that the child would not be as likely to "over-utilize" phonics, thus preventing the problems associated with fluent oral reading and accompanying comprehension deficits.

2. On the other hand, it would be advisable to decrease the emphasis on phonetic approaches with children who have lower average levels of phonetic accuracy and/or who have higher average levels of neuropsychological impairment. It would be important to determine the child's level on each of these two variables and then structure their remedial program accordingly. The lower the level of PA and the higher
the level of impairment, the more the remedial approach should be tailored to utilize multi-sensory methods. In all cases, however, it is important to consider not only the degree of neuropsychological impairment, but also the type of impairment(s). Each child's individual strengths and weaknesses should be carefully delineated and considered when a remedial program is designed. However, it will still be instructive to consider these two variables (i.e., level of phonetic accuracy of misspellings and level of neuropsychological impairment) in the initial planning stages of remedial programming.

Obviously much more research of the type reported by Lyon (1985) is necessary in order to provide evidence regarding the efficacy of different remedial strategies for various subgroups of learning disabled children. The results of this type of research will be invaluable for those professionals involved in the habilitation/rehabilitation of children with learning problems.
Summary and Conclusions

Despite the limitations imposed by the use of a cut-off value for \( r \), the 10-matches restriction of the Matching Profile Program, and the problems created by the restricted range and/or skewed distribution of some variables, some significant results were obtained in the present study. It has been clearly demonstrated that neuropsychological profile analysis can play a very important role in the study of the ability structures of learning disabled children. This method of data analysis should certainly be utilized to an even greater degree in the future.

The present study was instrumental in demonstrating, through the use of profile analysis, that a group of reading/spelling disabled children matched very highly (in terms of their neuropsychological ability structure) with various groups of children from another data base. The children with whom the DR group matched included children with academic problems, low levels of academic achievement, speech and/or language problems, lower Verbal than Performance IQ levels on the WISC, and children with the left cerebral hemisphere implicated in their neuropsychological diagnosis.

Within the disabled readers/spellers (DR) group, some very interesting results were obtained with respect to the relationship between the average level of phonetic accuracy of misspellings and a number of variables. In particular, it was found that the average level of phonetic accuracy
was highly related to the level of neuropsychological impairment. The higher the average level of phonetic accuracy, the less neuropsychologically impaired the subject was (or the more "normal" the subject was). The average level of phonetic accuracy was also highly, positively, and consistently related to achievement measures (particularly word decoding), language tasks (particularly sound blending, the rapid production of words on the basis of phonemic cues, long-term store of general information, and various language-related items on the Aphasia Screening Test), and the sensory-perceptual errors on both sides of the body (particularly at the younger age levels). The present study provides further evidence of the need to examine not only the child's level of spelling achievement, but also the quality of the spelling errors that the child makes. The case could certainly be made for inclusion of some indicator of phonetic accuracy of misspellings in all studies with reading/spelling disabled children. It would certainly be informative to include this variable in studies examining various predictors of future reading/spelling performance.
# APPENDIX A

## DATA BASE INFORMATION

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<th>Category</th>
<th>n</th>
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<th>Double Diagnoses</th>
<th>Total</th>
<th>%</th>
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<td>86</td>
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<td>14</td>
<td>78</td>
<td>8</td>
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<td>Normal</td>
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<td>8</td>
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<td>2</td>
<td>16</td>
<td>2</td>
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<td>17</td>
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<td>1</td>
<td>14</td>
<td>1.5</td>
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<td>3</td>
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<td>10</td>
<td>1</td>
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<td>5</td>
<td>0.5</td>
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<td>5</td>
<td>10</td>
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<td>0</td>
<td>3</td>
<td>0.3</td>
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<td>0.2</td>
<td>14</td>
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<td>1</td>
<td>3</td>
<td>0.3</td>
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<tr>
<td>Meningitis</td>
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<td>0.2</td>
<td>0</td>
<td>2</td>
<td>0.2</td>
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<td>1</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Unknown (files not examined)</td>
<td>49</td>
<td>6</td>
<td>0</td>
<td>49</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>1.4</td>
<td>11</td>
<td>22</td>
<td>2</td>
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</table>

Total 775 157 932
APPENDIX B
NEUROPSYCHOLOGICAL VARIABLES

1. WISC-Verbal (6 variables)
   - Information
   - Similarities
   - Arithmetic
   - Vocabulary
   - Comprehension
   - Digit Span

2. WISC Performance and Target Test (Visual-spatial)
   (6 variables)
   - Picture Completion
   - Picture Arrangement
   - Block Design
   - Object Assembly
   - Coding
   - Target Test

3. Achievement (7 variables)
   - Peabody Picture Vocabulary Test IQ
   - WRAT Reading Grade
   - WRAT Spelling Grade
   - WRAT Arithmetic Grade
   - WRAT Reading Standard Score
   - WRAT Spelling Standard Score
   - WRAT Arithmetic Standard Score

4. Motor/Psychomotor (13 variables)
   - Tapping - Dominant hand
     - Nondominant hand
   - Dynamometer - Right hand
     - Left hand
   - Name Writing - Right hand
     - Left hand
   - Mazes Test - Right hand
     - Left hand
   - Holes Test - Right hand
     - Left hand
   - Pegs Test - Right hand
     - Left hand
   - Dyspraxia Errors

5. Sensory-Perceptual (12 variables)
   - Tactile perception - Right hand
     - Left hand
   - Auditory imperception - Right ear
     - Left ear
   - Visual imperception - Right visual field
     - Left visual field
   - Finger Agnosia - Right hand
     - Left hand
5. Sensory-Perceptual (continued)
   - Fingertip Symbol/Number Writing - Right hand
     - Left hand
   - Astereognosis - Right hand
     - Left hand

6. Language-related (15 variables)
   - Anomia
   - Dysgraphia
   - Dyslexia
   - Dyscalculia
   - Expressive Aphasia/Dysarthria (Testings 2, 3, and 4)
   - Auditory Dysgnosia (Testings 2, 3, and 4)
   - Oral Spelling (Testings 2, 3, and 4)
   - Written Spelling (Testings 2, 3, and 4)
   - Right-Left Discrimination (Testing 1 only)
   - Body Orientation (Testing 1 only)
   - Auditory Closure Test
   - Sentence Memory Test
   - Verbal Fluency Test
   - Speech Sounds Perception Test
   - Seashore Rhythm Test

7. Higher-order (8 variables)
   - Tactual Perception Test - Dominant hand
     - Nondominant hand
     - Both hands
     - Memory score
     - Location score
   - Category Total Errors
   - Trails A Time (Testings 2, 3, and 4)
   - Trails B Time (Testings 2, 3, and 4)
APPENDIX C

SPECIFIC DYSFUNCTIONS INCLUDED IN THE "OTHER" CATEGORY

- abstract reasoning problems
- graphomotor problems
- left hemiparesis
- memory problems only
- mentally retarded
- mild scattered problems
- motor control problems
- motor and sensory problems
- neurological dysfunction of the Right arm
- poor coordination
- poor fine motor skills
- problems with motor expression of spatial material
- psychomotor problems
- right hemisphere dysfunction
- sensory problems
- spatial construction problems
- spatial sequencing and organization problems
- tremor
- VIQ > PIQ on WISC
- visual memory problems
- visual-spatial problems
- visuo-motor-perceptual problems
APPENDIX D

RESULTS OF t-TESTS BETWEEN DR AND NR GROUPS
ON WISC IQ VARIABLES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Testing</th>
<th>t</th>
<th>p</th>
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</thead>
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<td>WISC Verbal IQ</td>
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<td>2.26</td>
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</tr>
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<td>4.16</td>
<td>&lt;.001</td>
</tr>
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<td>&lt;.001</td>
</tr>
<tr>
<td>WISC Verbal IQ</td>
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<td>&lt;.001</td>
</tr>
<tr>
<td>WISC Performance IQ</td>
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<td>1.57</td>
<td>n.s.</td>
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<tr>
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<td>&lt;.02</td>
</tr>
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<td>WISC Performance IQ</td>
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<td>3.31</td>
<td>&lt;.01</td>
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<tr>
<td>WISC Performance IQ</td>
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<td>&lt;.01</td>
</tr>
<tr>
<td>WISC Full Scale IQ</td>
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<td>&lt;.01</td>
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<td>&lt;.001</td>
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<td>&lt;.001</td>
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<tr>
<td>WISC Full Scale IQ</td>
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<td>4.76</td>
<td>&lt;.001</td>
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\[ t = 2.021 \quad p < .05 \]
\[ t = 2.423 \quad p < .02 \]
\[ t = 2.704 \quad p < .01 \]
\[ t = 3.551 \quad p < .001 \]
**APPENDIX E**

Correlation between the Sensory-Perceptual Errors on the Right Side of the Body and the Average Level of Phonetic Accuracy for the Normal Readers

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</tr>
<tr>
<td>Testing 2</td>
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<tr>
<td>Testing 3</td>
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</tr>
<tr>
<td>Testing 4</td>
<td>+0.067</td>
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GLOSSARY

1. Etymology - the study of the derivation of words. The history of a word shown by breaking it down into elements, which are then traced back to its earliest form.

2. Grapheme - written representation of a phoneme.

3. Homophone - a word that resembles another word phonetically, but in no other way (e.g., sail, sale; to, too, two; etc.).

4. Lexical - of or relating to words or the vocabulary of a language as distinguished from its grammar and construction.

5. Lexicon - all the morphemes of a language (repertoire, inventory).

6. Linguistic - of or relating to language or linguistics - the study of human speech including the units, nature, structure, and modification of language.

7. Morpheme - the smallest meaningful unit of a language or dialect; whether a word, base, or affix.

8. Morphology - the arrangement and inter-relationship of morphemes in words.


10. Orthography - the art of writing words with the proper letters according to standard usage; the representation of the sounds of a language by written or printed symbols; the study of letters and spelling.

11. Phoneme - the smallest contrastive unit in the sound system of a language, functioning to distinguish utterances
from one another.

12. Phonemic - system of minimal linguistically significant sound segments of a language - it's "phonemes".

13. Phonetic - maximally objective and detailed representation of language sounds without reference to their meaning or significance in the language.

14. Phonetics - the branch of linguistics dealing with the analysis, description, and classification of the sounds of speech.

15. Phonological - linguistically significant sound systems without assuming the unit "phoneme".

16. Semantic - of or pertaining to meaning.

17. Semantics - the study of the meanings of speech forms, especially of the development and changes in meaning of words and word groups.

18. Syntax - the arrangement and inter-relationship of words in phrases and sentences.
VITA AUCTORIS

Diane Leslie Russell was born on April 18, 1955 in Rosetown, Saskatchewan. She is the older daughter of Raymond and Dorothy Russell of Ladysmith, British Columbia. In June, 1973 she graduated from Ladysmith Secondary School, Ladysmith, British Columbia. In September, 1973 she enrolled at the University of Victoria. She graduated with the Bachelor of Science degree (first class honour) in June, 1977. She worked for two years, then enrolled in the Ph.D. programme in child-clinical neuropsychology at the University of Windsor in September, 1979. She completed her internship requirements for the programme at Henry Ford Hospital in Detroit, Michigan, at the Regional Children's Centre in Windsor, Ontario, and at the Children's Hospital of Eastern Ontario in Ottawa, Ontario. She completed her M.A. degree in Psychology at the University of Windsor in 1983. She worked for one year in the Neuropsychology Department at the Regional Children's Centre in Windsor, Ontario. She is currently employed full-time in the Artificial Intelligence Division of Interact Research & Development Corporation in Victoria, British Columbia.