

COMMENTS FROM INTERNATIONAL FOLLOWERS

"This is a wonderful site. I absolutely love your work and all of the information and material that you make available" - **Arona Korman, Israeli Ministry of Education, Israel**

"I really like the project on 'Children of the Code' - it takes gives me greater insight into how being unable to read could have such adverse effects on the child's mental health. Thanks for sharing the information on learning and reading." - **Lim Wan Cheng, Jing Shan Primary School, Republic of Singapore**

"I find your work fascinating. As a special educator working with children who have reading difficulties, I can completely identify with your research." - **B. Rai, American Embassy School, New Delhi, India**

"Amazing! I came across by chance today and could not stop reading and listening for the last 40 minutes. I've been interested in the history of writing after I prepared a paper on this topic for a postgraduate course on Asian languages... So different from everything I had taken for granted. I work as a teacher of English language for Catalan people in Barcelona and they really need more listening activities with a gripping content. The quality of the passages and the high level of technology used in your website make it a perfect choice for their personal projects. Thanks for your outstanding work and keep it up! - **Miquel-Angel, EOI School of Languages, Manresa, Spain**

"I would like to say thank you for sending me updates via my email. I read all the interviews you send to me and I also print them off and use them as professional readings for group learning in my school. As an Australian teacher living so far away in Hong Kong, it is a real God send to feel like I'm still in touch with the latest developments and opinions in the field of teaching reading. I think Mr Bolton is a wonderful interviewer. I have learned so much through reading his transcripts. I feel like I belong to one giant, worldwide learning community through your site. Congratulations on such a great web resource." - **J.A. Dooner, English Schools Foundation, Hong Kong**

"What you are doing is simply wonderful." - **Gabor Kertesi, Institute of Economics, Hungarian Academy of Sciences, Hungary**

"I absolutely love Children of The Code Project. I am a Brazilian early childhood and special education researcher who did graduate studies in the US. So, most of the teachers and researchers that I know are in your data base of interviews. Congratulations! Thanks for such a great project." - **Heloiza Barbosa, Department of Linguistics, Federal University of Santa Catarina, Brazil**

"I believe its one of the most fascinating and outstanding projects to be seen. I am currently doing research on reading fluency and this is the greatest source of information I've found. I truly believe that you are in the heart of the national reading crisis. I hope I will have an opportunity to attend to one of your seminars!" - **O. Gonzalez, Department of Education, Quebradillas, Puerto Rico**

Sign me up for all your work. - **M. Malek, Professor, Tehran, Iran**

"Your exceptional dedication will make an immeasurable difference to how the world thinks about reading. I applaud all your efforts and look forward to the release of the DVDs and all the transcribed interviews." - **Ziyah Jabbar, Straight "A's Tuition, London, England**

"Excellent work. Very exciting and challenging information presented. In Bermuda , there is a crisis in the learning of children. The drop out rate is tremendous. Future conferences should include Justice, Corrections, and Substance Abuse agencies. More effort should be directed at enlisting the Educators and leaders of the nation/Island - would like to see more workshops like this for parents and children as well as schools." - **S. Deally-Grzybowski, Department of Court Services, Bermuda**

"I really appreciated the thoughtful and non threatening way you presented your very important message. Your organization has touched on a very sensitive issue, one which I don't often hear many people in any field addressing directly. It was powerful and well delivered and had the right balance of personal stories and fact. Great work! I believe you are hitting near the core of where we need to be, the change is upon us and for the most part the current education system and North America in general seems to be both reluctant to either acknowledge or accept it." - **D. Nakashima, Teacher, Burnaby School District, British Columbia, Canada**

"Love the work you are doing. Thank you so very much for the quality and the attempts at bringing science into the processes of education." - **R. Bellfield, Speech Pathology, Victoria, Australia**

"You've captured the essence of how we learn, including how our brains create and process meaning." - **Pascal Gayet, President Fitness Consultants, France**

"Without reserve, I can confidently say that this is the most exciting academic project I have seen in quite some time." - **Mtro. Manuel Gandara, Director Centecemes, University of Baja California, Mexico**

"David is an extremely powerful and original thinker whose ideas are not restricted by the commonly accepted models of teaching and learning. His argument that we need to produce "learners" rather than "knowers" is lucid and would strike a chord with any educator interested in more than just the mechanical transference of information from static resource to passive student." - **Paul Holland, Senior Education Officer, Department of Education, Queensland Australia**

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"I personally identify with the psychological profiles often associated with a child who struggles with reading as described on the Children of the Code web site. Viewing your site gave me huge personal insights into my self-doubt and fear of failure throughout my life. I have accommodated my disability (and now have several undergraduate degrees) but until recently, have been almost paralysed by the "mind shame" I experienced in my youth." - **A. Van Ryn N. Vancouver, BC, Canada**

"The videos on your website are a helpful resource to the students in my course on Infant Toddler Education and Care. They emphasize the critical role of emotions, environment, and interactions in a way that motivates and spurs all of us to do better for the children. Thank you!" - **S. Mehta, Educator, India**

"Through my studies for my MEd the lecturer introduced the site as an additional source of information. I am an English teacher and many of my students reach high school with a lot of reading problems. Your site provides valuable information that may enhance the teaching of these students." - **A. Dick, Haifa, Israel**

"I live in Brazil, I'm Brazilian, but your project is extremely important for us here, we have the same problems and we are looking for solutions, too. Thank you for helping us." - **M. Soares, University of Minas Gerais, Belo Horizonte - Brazil**

"Your approach is a novel and promising way of tackling a long-standing serious social problem, the functional illiteracy of many young people in the United States and other English-speaking countries." - **Robin Allott - Linguist, Author of the Motor Theory of Language Origin 1989 and of The Great Mosaic Eye 2001 (on the origin and usefulness of the alphabet) Sussex England**

"GREAT PRESENTATION. My overall experience was very enlightening and powerful...gave me a deeper understanding of the brain and how it relates to the way children struggle with reading and learning. Listening to the videos of the children's thoughts and feelings was very emotional for me. Hence, my thoughts and attitude towards children has now been transformed to a more healthy approach to communicating and interacting with children." - **L. Robinson, Educator, Bermuda**

"The insight, vision, expertise, and Educational experience conveyed on the web pages after finding the article by Ian Browde from his interview with David Boulton (1993), so impressed me. I'd like to continue learning and expanding this macro perspective on the fundamental purpose and meaning of 'Learning'. This project is a wonderful place to begin my journey." - **D. Hricovszky, Peel District School Board, Ontario, Canada**

"Love the work you are doing. Thank you so very much for the quality and the attempts at bringing science into the processes of education." - **R. Bellfield, Speech Pathology, Victoria, Australia**

"The site has really helped me since I based my paper on interviews from the site, and let me tell you something; I didn't expect an interview to be this precise and scientific. They are really a great source of information and full of knowledge. Thank you for inventing this project. I wish you further success with the project so that the next generation is benefited from your work." - **L. Bashir, Graduate Student, Israel**

"Thanks for the great presentation. There is great potential for your ideas. The subjective meaning paradigm and theory of learning and (overall) direction ring true." - **Michael G. Fullan, Dean Faculty of Education, University of Toronto, Canada**

"It was a very enlightening experience...overall I enjoyed the presentation and found the presenter David Boulton to be very enthusiastic and knowledgeable about his area." - **M. Tankard, Hart Services, Bermuda**

"This is one of the most insightful and educational presentations I have even attended. This is dealing with a crisis right now and has many solutions and visions for the future. The child is at the center of all this research and this will prove very helpful for all Learners. I am most grateful for this blessing and I know it will transform our lives in ways we cannot now envision. All the students in Burnaby are now empowered with this information. Thank you. Thank you." - **Judy McLeod, Teacher, Parent, Burnaby School District, British Columbia, Canada**

"Children of the Code tackles issues of learning to read (breaking the code) with a wealth of the world's expertise and resources. The difficulties are described in an amazing video 7 minute *What's So Difficult?* and the attendant results for many children of "mind shame," a crippling long term affliction for school achievement." - **Wayne Jennings, International Association for Learning Alternatives**

"On a purely subjective level, I was personally stunned by the sophistication, yet clarity, of the concept, and my educational background, as well as my long experience in educational computing, told me that it was an absolute winner." - **Martin Lowry, Education Marketing Manager, Apple Computer, United Kingdom**

"For the past 33 years I have been a teacher and educator of all levels of schooling, colleges and universities and I was extremely impressed by David's insights into the learning process. His proposed "INVISOR" model is not only feasible but also profoundly educationally valid." - **Roy Lundin, Ph.D, Director Queensland University of Technology, Australia**