SIDIS COULD READ
AT TWO YEARS OLD

Youngest Harvard Undergraduate
Under Father's Scientific Forcing Process Almost from Birth.

GOOD TYPEWRITER AT FOUR

At 5 Composed Text Book on Anatomy,
in Grammar School at 6, Then Studied
German, French, Latin, and Russian.

Special to The New York Times.

BOSTON, Mass., Oct. 17.—Further details of the achievements of William James Sidis, the 11-year-old prodigy who has just entered Harvard with the highest honors, are published here to-day, and go to show that the youth who is gravely declared to be the most learned undergraduate that has ever entered the Cambridge institution, is a wonderfully successful result of a scientific forcing experiment, and as such furnishes one of the most interesting mental phenomena in history. His precocity is the fruit of a parental theory of mind growth put into practice from the very beginning of his life.

Young Sidis is the son of Dr. Boris Sidis, a Boston psychologist, who years before the boy's birth had developed very advanced ideas on the subject of child training. On the basis that as soon as a child begins to grow its brain begins to grow also, and that the brain is less and less sensitive to training as age increases, Dr. Sidis had planned and developed an elaborate system of training. This system he applied to his son.

The child's training was begun with a set of alphabetical blocks when he was a little over a year old. When his young son, sitting on the nursery floor, said "ba, da," Dr. Sidis took two of these blocks, denoting A and B respectively, held them before his eyes, and showed him first, the "B" block and then the "A" block.

Later Dr. Sidis reversed this order and showed him the other sound that was represented by these two letters. In a little while, on being shown, first, the "A" block and then the "B" block, the child would say "Ab." Thus, not yet 2 years old, he learned to talk, read, and spell all at once.

Before he was 2 ½ years old precocious William James would sit on the floor in the midst of his blocks and spell out various words. This was his way of playing.

This training was next taught to count. Then, because he wanted the child to know something about the idea of time, Dr. Sidis gave him some calendars, explaining to him the meaning of them.

For weeks he played with these. One day he startled his parents by announcing that he was able to tell on what day of the week any given date would fall. It was first thought that in his play with the calendars he had memorized some of the dates. Upon investiga-