Traditionally organizations invite individuals with well-deserved reputations to make the major addresses at their conferences. ODS shares this tradition, honoring the speaker and the Society with its selection of the Samuel Torrey and June Lyday Orton Memorial and the Norman Geschwind Memorial Lecturers. The keynote speakers at the 40th annual conference, Priscilla L. Vail and Albert M. Galaburda, represent two major components of the philosophy and the work of the Society—the humanistic and the scientific.

The Orton Memorial Lecture in Dallas was delivered by Priscilla L. Vail. In “Gifts, Talents, and The Dyslexias: Wellsprings, Springboards, and Finding Foley's Rocks,” Vail brings alive the realities of dyslexia: the child and how he thinks and feels; the teacher and how he seeks to open doors; the parent and what he wishes for his child. With a solid understanding of research and pedagogy and an unusual sensitivity to the human spirit, Vail shares with her audience a joy in life and a wise humor all too rare among serious thinkers.

In “The Testosterone Hypothesis: Assessment Since Geschwind and Behan, 1982” Albert M. Galaburda, the Geschwind Memorial Lecturer, examines the current thinking on the Geschwind-Behan testosterone hypothesis which links dyslexia with non-righthandedness and autoimmune disease. Research suggests somewhat more support for the non-righthandedness link than for the autoimmune link. However, results to date remain inconclusive, partly because of questions about how representative the samples studied to date have been.

Dr. Galaburda also reviews the results of human and animal autopsy studies with respect to abnormal cortical development. Dr. Galaburda's work, supported since its inception in part by The Orton Dyslexia Society, has made significant contributions to our understanding of the complexity of the brain and its role in language acquisition and use.

Causation and treatment are the two principal concerns of profes-
sionals in the field. In recent years technology has provided new hope for improved treatment. Joyce Steeves addressed this issue in her keynote address at the 17th Annual Conference of the New York Branch of The Orton Dyslexia Society in March 1990. In “Here’s to the Future,” Steeves describes effective use of computer programs with dyslexic students and opens the door to exciting possibilities for coping with the information explosion.

The final paper in this section, “Whole Language vs. Code Emphasis: Underlying Assumptions and Their Implications for Reading Instruction,” was written specifically for this issue of *Annals* by I. Y. and A. M. Liberman. It is included in this section because it addresses one of the key issues being discussed today among educators and policy-makers concerned with reading instruction. The Libermans have researched the literature and reviewed the philosophy of the whole language methodology, as well as the programs based on this philosophy. Their thoughtful analysis is a major contribution in the continuing debate about effective instructional practices.