months of effort; but indications are that sooner or later each individual will come to at least a functional level of reading and writing. As usual ultimate attainment is strictly individual. Among three people who could not even form the letters of the alphabet in writing is a 65 year old Negro man who is now reading and writing, to be sure only at a very simple level; but he has written a letter to his daughter. His joy with his achievement is unbounded. There are several who have become employed. Many have advanced to the basics classes. There are at least some who will be able to go on to our City College.

"Among the ramifications is growing interest among at least some of the local educators.

"As you can realize we are having a very gratifying experience in enabling adult dyslexics to be able to read and write and thus evolve feelings of self-worth and to begin to pursue roles in which they are self-sufficient.

"Hopefully, there will be means found to continue the work here with dyslexics, children and adults, after our immediate project terminates. We think the need has been demonstrated."

DYSLEXIA AND THE PUBLIC PRESS

From time to time Specific Language Disability makes the headlines — as with the New Yorker article (September 14, 1963). On April 16, 1966, Saturday Review printed a major article, "Teaching the Dyslexic Child: New Hope for Non-Readers." The May 16 issue of Time gave one and a half columns to "Reading: Some Johnnies Just Can't." Both reporters were well-informed as to the nature of the disorder, but seemed to have derived most of their information from the experience of a single school which appeared, in turn, to be basing its work on material from abroad, apparently unaware of the manifold activities in this country or the existence of the Orton Society. This impelled the Society's President to write to both editors, who printed her letters (Time, May 27; Saturday Review, June 18) and opened the flood-gates. Everyone we know who was mentioned, especially in Time, also had a deluge of mail. Ours began two days before we had a chance to see the Time letter in print. Inquiries came by phone and mail from around the corner and around the world. Many were from physicians, psychologists, social workers, and teachers asking for information about the Society and the subject. Over half were from parents asking specific advice about help for their own children and young people. We answered each letter, providing printed matter and all the constructive "leads" we could. Some members of the Society for whom this will be the first subscriber's copy of the Bulletin joined as a result of the correspondence. It has been a most informative and rewarding experience — time, a good many hours of it, well spent. We'd like to share a few statistics and a few excerpts with Bulletin readers. We heard from:
20 States and DC, 9 countries — Lebanon, Liberia, Israel, Canada, Germany, Venezuela, N. Z., Tasmania, Australia.
31 parents of 32 boys, 2 girls.
14 teachers, one currently a graduate student.
11 physicians, social workers, psychologists, and others.
The letters from abroad are commented upon elsewhere as are those from the field of social work. In some areas we knew no one to whom to refer the writers, but with the geographical distribution of our membership growing wider we could often offer not only literature and sources of instructional material but names of local facilities and other people who also understand, or are beginning to learn, what dyslexia is all about. Some of this group of letters gave us resources with which to answer others, as, for example, when a mother in rural Wisconsin was referred to Paula D. Rome (see her letter, below). The number of avenues open for securing help is still far too small, but there is forward movement in several directions. More facilities for children and for the teaching of teachers are being established, and communications among those already in existence are improving. We get the strong feeling that a snowball is beginning to roll.

One of the indirect results of the Time correspondence was contact with Paula Dozier Rome, of Rochester, Minnesota, whose letter, written in response to our request, speaks for itself of her flourishing program.

“You are a good detective, and I am Paul Dozier’s niece! It was so nice to receive your letter. It happened that Mrs. Lussenhop came down to meet with us here, and she showed me the letter which you had written to her. She is a very fine person and a very good tutor.

“I am glad that you knew my uncle, and that he was able to be of help to you. I miss him a great deal. It’s possible that I might have met you in those days [in Phila.]. I started training with him in 1938, and worked with him until the fall of 1941 when he went into military service. I continued on working at the Institute until 1943, when we went to Washington, D. C. When I was there, I worked with the Remedial Reading Center (Mrs. Kingsbury’s program) and also saw two or three whom Doctor Orton referred to me from New York. Our family started then, and I worked very sporadically for several years, mostly with children of friends. We came to Rochester in 1946, and before I had really settled in, Doctor Spock, who was here at that time, heard of my training and I started seeing occasional children for him. In about 1947 I started training two tutors to work with me, and the whole operation in Rochester began to gradually snowball, until at the moment we have 20 tutors working, and I have two partners who do the testing, evaluation, conference work, etc. with me. We usually have between 80 and 90 children working at any one time. We work very regularly with the rural and parochial schools, and only occasionally with