

FOREWORD

This decade of transition from the 20th to the 21st century is also a period of cultural transition. Currently, about one American in four is counted as a member of one of this country's ethnic or racial minorities, but these same "minorities" constitute a substantial majority of the world's population. In recent years, as many as four of every five immigrants arriving in the United States are from Latin America or Asia. By the year 2000, at least one third of all school-age children will be black, Hispanic, or Native American, and more likely than not, at least this many will also comprise the caseloads of many speech-language pathologists.

In the years ahead, this country will become increasingly diverse in population and culture. The number of homes in which languages other than English are spoken will increase markedly as will the number of persons with limited English proficiencies who have speech or language disabilities. Even now, many such clients are seen daily by speech-language pathologists

who work in those metropolitan areas that have attracted recent immigrants searching for their share of the American Dream.

This issue of *Seminars in Speech and Language* addresses the challenges of assessing and treating the communication disabilities of bilingual-bicultural children and adults. Its guest editor is Hortencia Kayser, a colleague of mine at the University of Arizona. The contributors whom Dr. Kayser has assembled for this issue have played prominent roles in advancing the profession's sensitivity to and understanding of the impact of ethnic and racial differences on clients' speech and language. Their insights and the clinical strategies they share in this issue can be of immediate assistance to clinicians working with persons whose dialect, culture, or limited English proficiency constrains their effective clinical management.

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