

FOREWORD

An important sign of maturity is getting priorities straight. In this respect, our profession is maturing in much the same way as people. Several decades ago we were pre-occupied with standards, standards of articulation, standards of fluency, and when language emerged as our dominant concern, standards of language. What has changed is not the standards, but the context within which those standards have meaning. With the advent of pragmatics our priorities shifted. We became increasingly concerned with the ability to communicate. Working on grammar, semantics, and phonology is still important, but other communicative skills are equally important. In no disorder is this pragmatic concern more paramount than aphasia. Drs. Robert Pierce and M. Jeanne Wilcox, professors in the School of Speech Pathology and Audiology at Kent State University, and Guest Editors of this issue, have assembled an outstanding group of authors to address this most significant problem.

William H. Perkins, Ph.D.
Editor-in-Chief