

EDITORIAL INTRODUCTION

The present number comprises articles based on analyses of Polish, German, and Finnish data. The first three deal with children's language, followed by two which present considerations on adult linguistic knowledge.

The issue opens with a fascinating text presenting an exceptional longitudinal study of child speech, conducted 100 years ago by the prominent Polish and Russian linguist – Jan Baudouin de Courtenay (1846-1929). The article, entitled *The case of Sławuś: An atypical development of 1st person self-reference in Jan Baudouin de Courtenay's Polish diary data*, by Magdalena Smoczyńska (Jagiellonian University, Cracow), focuses on the accumulated input of a correct form heard by a child and the child's acquisition of that form. Sławuś' idiosyncratic developmental route is presented and discussed against the background of typical ways of acquiring 1st person self-reference by Polish-speaking children. Smoczyńska shows that Jan Baudouin de Courtenay's data can contribute to current discussions on language acquisition. The title of the second article by Heike Behrens (Max Planck Institute for Evolutionary Anthropology, Leipzig) is *Lexical representation and acquisition theory*. The basic question posed in this text deals with children's mental representation of formal linguistic features. The author considers different theories about the relationship between lexical and syntactic representation. The discussion about the different status of syntactic categories in Generative Grammar and in Cognitive Grammar highlights the complex role played by the lexicon in the acquisition of syntax. The third article, entitled *Long vowels in the early acquisition of Finnish morphology*, is by Jorma Toivainen (University of Turku), who refers to Slobin's operating principles (mainly the principle of „thinking for speaking”) to explain vowel lengthening in Finnish children's speech. He shows the difference between the indicative and the imperative in Finnish child speech. The former may terminate in a long vowel, while the latter usually has a short vowel ending. It turns out that children who acquire Finnish begin to use inflectional forms, including terminal long vowels, from the age of 1;3. The first cases of nouns with long vowels are partitive and illative, both used at 1;11. The author discusses children's correct realizations of long vowel instances in terms of semantic factors.

The second part of the issue opens with an article by Zbigniew Kloch (University of Warsaw) on *Language and gender: Social and psychological determinants in communication*. The author summarizes the literature on correlations between language and gender (gender of language or language in gender?). The category of grammatical gender, which manifests itself in various ways in the lexical system of different languages, is

presented. The differences in gender-correlated language styles are considered as the effects of learning, socialization, and preparation of women and men for specific roles. Different perspectives on the explanation of these processes are shown, e.g., the views of Lakoff, Irigaray, Tannen, and Handke's considerations on gender modes of speech. The concluding article by Bogusław Kwarciak (Jagiellonian University, Cracow) entitled *Stability of metalinguistic judgements. The case of linguistic politeness* deals with the phenomenon of metalinguistic awareness. Its main goal is to verify whether politeness formulas are used as coherent hierarchical systems by women and men in Polish. The results indicate that the subjects' hierarchy of requests is not only coherent, but also stable over time. These results confirm highly regular patterns in the use of linguistic politeness by adults, as found in different languages.

The section entitled *Short communications* in this issue lists the contents of all numbers of *Psychology of Language and Communication* published to date (1997-2000).

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