

EDITORIAL INTRODUCTION

September 11, 2001, 8:48 a.m., New York. From this moment on, nothing will be the same again (Trybuna, No. 213 [3506], p. 9). Is it possible to find an appropriate word to name what happened?

Two years have elapsed since then. For many only references to biblical images of the end of the world, an apocalyptic triumph of evil on the day of the Last Judgment, are a means of psychologically taming the tragedy of September 11th. *Polish media about 9/11: The rhetoric and metaphors of the discourse* is the title of the article opening the present issue. The author, Zbigniew Kloch (University of Warsaw), explores different kinds of stylistic measures in media reports and political commentaries about 9/11.

The next three articles deal with early linguistic abilities and cognitive processes in children. Cecilia Rojas Nieto (from the National Autonomous University of Mexico) presents her study on early acquisition in Spanish verb inflexion. She traces the emergence of verb flexion in one Mexican Spanish monolingual child (from 19 to 26 months of age), and contrasts child production with maternal input. A close parallelism emerges from the comparison between the mother's use of inflected forms and inflexions in the child's total verb lexicon. The usage-based hypothesis has been confirmed.

The third article in this issue, by Marta Białecka-Pikul (Jagiellonian University, Cracow), focuses on metaphors in preschool children. The subjects were 120 Polish-speaking children aged 3;3 and 5;9. The children were tested with false belief tests and with a metaphor test. Children's understanding of metaphors is understood as an expression of their theories of mind. The preschool subjects were equally good at perceiving and understanding metaphors that refer to different modalities. Metaphors expressed in a common combination of words are easier and more available to the child than metaphors not used as set phrases in a given language.

The relationship between theory of mind and communicative abilities is presented also in the final article, entitled *Cognitive and social aspects of communicative deficits in children with autism*, by Ewa Pisula (University of Warsaw). The author shows differences in findings from research on the development of communicative processes in autistic subjects. These differences proliferate in the

literature. Pointing to the significance of theory of mind deficits provide the most exhaustive explanation so far of the complexities of communication disorders in autism. But still the picture of communication in autism is incoherent and difficult to clearly define.

The present issue ends with the section *Short Communications* presenting contents of the last three volumes (5-7) of the journal *Psychology of Language and Communication* (2001-2003). The earlier contents of the journal were listed in 2000 in volume 4, number 2.

Barbara Bokus