Reviews of teaching/learning resources

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The Force of Fantasy: Restoring the American Dream

reviewed by Michael Osborn
Memphis State University

This book crowns twenty-five years of work by Ernest Bormann, developing and applying the resources of one of the most popular methods of rhetorical criticism in our time. The book should extend that popularity, for it provides both an elaboration of the theoretical basis of Fantasy Theme Analysis (FTA) and an impressive panoramic illustration of the method at work. The strength of the book is its criticism. In a series of splendid chapters, beginning with the Puritans and extending through Abraham Lincoln, Bormann builds a coherent overview of the public address tradition in America. In the process he offers rhetorical criticism of benchmark quality. What Bormann captures is the sense of being there, of both participating and understanding our participation in powerful rhetorical movements and rituals of the moment. He gives us the sights, sounds, and smells of American rhetorical experience. But he also gives us a sweeping perspective on such experience, as he develops a natural history of the major visions that, from time to time, possessed the popular imagination over three centuries of public life.

From this panoply of visions emerge several common themes that provide the groundings of American rhetorical character. There is the style of *romantic pragmatism,* that unique American blend of the ideal and the practical, and the *restoration* form that sought time and again to remake the flawed world of here-and-now after a model of imagined original perfection. The book also traces over several centuries the evolving impact of the sacred tradition upon secular practice. It describes the emergence of the *ungenteel style,* that rough, often crude vernacular forged on the frontier and perfected in all its strength and simplicity in the Presidential eloquence of Abraham Lincoln. In the process of this demonstration we have one chapter, "The Styles of Antislavery Rhetoric: Revolutionary Agitation Versus Reform Persuasion" which deserves particular admiration. Bormann compares and explains rhetorical strengths and weaknesses of these contending styles in a manner that is nothing short of masterful. Thus any one who gives this book a serious reading must come away enriched by a close and deep exposure to the rhetorical experience in America.

Although the text does extend the theoretical base of FTA, it is less successful as theory. As Bormann drifts from concrete critical observation into abstraction, and into the often cloudy jargon of FTA, the book loses power. It is not always convincing that the critical insights derive from and depend upon the theory. If Bormann had never adapted FTA from Bales, and instead was using the narrative paradigm or Burkean dramatism or any of the other recent formulations which feature the centrality of imagination in the public mind, what would have been lost here? What does FTA provide that is distinctive beyond the thinking of MacIntyre or White? When Bormann observes, for example, "One way for groups of people to develop radical new rhetorical visions is to take a contemporary vision and stand it on its head" (p. 11), what is gained here over Burke's "perspective by incongruity"? Bormann is silent upon such questions; indeed, he simply ignores kindred theories, and appears as a kind of oblivious outrider in the scholarship of narrativity.

What seems clear is that FTA is itself a kind of meta-fantasy of scholarship, and that as method it comes in and out of focus. At times public fantasy seems inevitable to Bormann, in that it "fulfills a psychological or rhetorical need" (p. 5). This need apparently is for the sense of *telos* or felt purpose, provided by plots or scenarios in which events appear to move toward certain moral destinations in our lives. FTA is featured accordingly as a general theory that accounts for special theories in the lore of...
rhetoric. But then Bormann concludes that the first task of scholars using FTA is to seek evidence that "symbolic convergence" has actually occurred. This observation might suggest that fantasizing is not a constant in discourse or consciousness; rather, that it is a periodic phenomenon which must be verified when it occurs. Discourse (and people) can presumably get along without it (although perhaps, people are lost and cut adrift without their symbolic moorings in an established public fantasy). At still another point, fantasy is treated as no more than a common device or strategem of rhetoric, as when, reporting the views of Charles Grandison Finney on nineteenth century preaching style, Bormann observes that the fantasy theme was "the basic technique for catching attention and arousing excitement." The relationships between fantasy as an all-pervasive consciousness and fantasy as a special rhetorical technique, used here and there as a discourse strategy, need to be more clearly defined. At other times, meta-fantasy concerning fantasy risks hyper-extending the basic dramatic metaphor on which its own vision depends, as when public critique sessions are described as criticizing "the person for enacting bad scenarios and failing to emulate good scripts" (p. 15).

Perhaps the most interesting theoretical problem in the book comes as Bormann addresses the question of how much causation to assign to a rhetorical tradition. Does Ronald Reagan speak in terms of a restoration fantasy because the Puritans developed that form and predetermined a part of the distinctive, ongoing American consciousness? Or does Reagan simply find himself in a situation that makes that kind of symbolic response appropriate, our semantic nature being what it is? Does Lincoln slip into the language of "national rebirth" because the evangelical preachers stressed the importance of the conversion experience? Or does Lincoln simply sense a "fit" between a desperate cultural condition and an archetypal form of figuration that promises hope (new life out of the pervasive death experience of war)? Bormann mentions the possibility of such variant interpretations in discussing the "new birth" phenomenon (p. 139), but drops the question rather quickly. Generally, he assumes a substantial role for historical causation, and perhaps he is correct. But the causation question must fascinate the theorist, and merit more attention beyond the brief mention it receives in this book.

It is a measure of the richness of this book that it opens a number of important questions for contemplation. Why is Reagan able to invoke successfully such a rich traditional form as restoration, while Carter or Ford appeared faintly ludicrous in such ceremonies of rhetorical invocation? How does FTA license critics to evaluate the quality of what they discover? What, for example, is a skillful as opposed to a not so skillful use of the romantic pragmatic style? Bormann says early in the book that FTA is humanistic criticism that permits qualitative evaluations, but the theory itself does not seem to generate evaluative criteria. Such criteria must apparently be brought in from outside the domain of FTA, at least as the theory has been developed to this point. We learn, for example, that Lincoln invoked the "Fetching Good Out of Evil" fantasy type far too directly and literally in his National Fast Day Proclamation of 1863, while the Second Inaugural alludes to that fantasy in a manner that is poetic and resonant. Is FTA, one wonders, a partial rhetorical theory that reinterprets and enriches the classical canons of invention and arrangement, while leaving other domains of theory outside its jurisdiction?

This possible limitation of theoretical reach may explain why at another point FTA seems somewhat impoverished as an explanation of stylistic phenomena. How does one account for rich symbols which seem somehow to concentrate and synthesize all the power and meaning of the fantasies which contain them and which they in turn implicitly contain? One thinks of McGee's ideographs, of Weaver's ultimate terms, and of thematic, archetypal metaphors when they are appropriated to political ends. Bormann acknowledges such symbols, but explains them in the terminology of FTA as "cryptic symbolic cues" related to the "inside joke phenomenon." Such classification seems to trivialize the subject more than explain it. Indeed, at no point does the small-group communication experience seem less adequate as an explanation of mass and culture-wide communication phenomena.

Despite these criticisms and limitations, I believe Bormann has reached a stage of consciousness beyond many of us who have worked with related rhetorical materials. What Bormann has dared is to establish some overall order among figurative and dramatic phenomena through the perspectives of FTA, and to develop thereby an overall program of analysis. Still, however, this method remains at the level of primitive theory, largely metaphorical and somewhat inexact in application. Thus we have an often bewildering array of sugas, visions, scenarios, fantasy types and archetypes, all extensions of the master dramatic or fantasizing metaphor. What we may require, as Langer suggests in her Preface to the second edition of Philosophy in a New Key, is a move beyond metaphor to a systematic terminology which would be less fanciful but more exact.

At the moment, however, let us rejoice in the cornucopia of good criticism this book provides. Its publication is a triumph for Ernest Bormann and a solid contribution to a field needing more such demonstration that it can generate research programs that light the skies of the mind.
Political Communication Yearbook 1984

reviewed by Kathleen E. Kendall
State University of New York at Albany

This volume inaugurates a series of annual anthologies on "topical areas in the study, teaching, and practice of political communication" (p. xiii). Its thirteen essays cover representative topics in political communication research in the early 1980's.

Political Communication Yearbook 1984 is an important addition to the literature of political communication. It is up-to-date, readable, and well edited (except for minor typographical errors). In contrast to Communication Yearbook, which publishes the top three annual papers in political communication from the International Communication Association, Political Communication Yearbook offers some articles on related topics, allowing the reader to develop a deeper understanding of the subject being discussed. In its breadth, topic selection, and over-all quality, this is an excellent book for all serious students of political communication.

The first third of the book is a symposium of essays devoted to Elisabeth Noelle-Neumann's Spiral of Silence Theory, with critical pieces by Charles T. Salmon and F. Gerald Kline, Klaus Merten, and Carroll J. Glynn and Jack M. McLeod, as well as a response by Noelle-Neumann. The second section treats political communication and the new technologies, with chapters by Roderick P. Hart and Robert G. Meadow. In the third section, Michael C. McGee discusses issues in the rhetorical study of political communication; Arthur H. Miller, Martin P. Wattenberg, and Oksana Malanchuk examine candidate assessments by voters; Thomas A. McCain and Nadine S. Koch study gender differences in political communication; Richard L. Johannesen assesses the ethics of President Reagan's rhetoric; Robert L. Savage and Diane D. Blair examine gubernatorial transition periods; and James Combs analyzes George Orwell's 1984. The book ends with a twenty-five page survey of recent political communication theory and research by editors Lynda Lee Kaid and Keith Sanders, and a selected bibliography.

Noelle-Neumann's Spiral of Silence Theory is "a bold statement of public opinion dynamics" (p. 43) originally proposed in 1973. In this forum, the theory is refuted by the critics, but the reader is left with the impression that the debate is far from over.

Computerized language analysis is a new tool in the hands of political communication researchers. Hart describes the advantages and disadvantages of such research, and compares six computer programs capable of analyzing language (C.L.A.S., TEXAN, S.L.C.A., THESAURUS, TOGETHER, DICTION). Hart has used his program DICTION for a study of the verbal style of the American presidency, and in this essay he demonstrates the creative possibilities of the computer to the political analyst.

As a professor and a political consultant, Meadow criticizes the field of political communication for neglecting applied research. He discusses the new campaign technologies and describes the need for research, especially on computer-targeted direct mail, telephone usage, and the effects on voters of personal meetings with candidates.

McGee's essay is the most provocative in the volume. Looking at American political communication in a broad generic/historical perspective, he describes the basic propositions of the Anglo-American political tradition, and argues that Americans have subscribed to these propositions for 300 years. McGee defends "the people" against the patronizing of scholars who ignore and denigrate these realities. He is particularly critical of Marxists, who believe that elites manipulate the people; he believes that they have abandoned the "traditional role of disinterested scholar" (p. 180).

Having entered into McGee's discussion of the bases of political decisions among the American people, the reader will find the chapter by Miller, Wattenberg, and Malanchuk a logical sequel. These authors lament the lack of research on the way voters evaluate candidates, and examine open-ended data from eight presidential elections gathered by the American National Election Studies at the Institute for Social Research to determine the bases for candidate evaluations. Contrary to the once dominant view that image-based decisions are irrational, they find that in each election people "judge presidential contenders against a relatively enduring prototype of what a president should be like" (p. 205).

McCain and Koch approach the study of gender differences in political communication with a new definition of political activity. They asked 638 adults in Ohio how much they talked about the election with others, believing that this behavior is more prevalent among the general public than efforts to win votes. The study confirmed previous findings that "men and women behave differently in the political arena" (p. 224).
Focussing on President Reagan’s public statements in 1981 and 1982, Johannesen sets out to determine whether Reagan plays “fast and loose with the facts,” and “intentionally employs ambiguity and vagueness,” thus warranting ethical condemnation (p. 228). He reports that Reagan’s rhetoric contains a great many factual errors, but finds little evidence of outright deception. Nor does he find Reagan’s vagueness unethical. He does criticize Reagan as “ethically irresponsible,” however, because as President he has a duty to be more accurate.

Little research has been done on gubernatorial transition periods, and Savage and Blair help to remedy this omission, pointing out that “in no other political situation are verbal expressions so universally accepted as meaningful substitutes for actual power” (p. 242). They investigate the transitions of Governor Bill Clinton of Arkansas, and find that the rhetorical visions in the two transitions were markedly different. In each case, the transition vision “preset the style and substance of the incumencies” (p. 260).

Combs discusses the significance of the language and imagery of Orwell’s 1984, reviewing the vision of the state with total control over communication among people and within people. It is the totality of domination through communication which characterizes Orwell’s Oceana, a state where personal knowledge is not allowed. Combs reminds us that the technology for such control is rapidly developing, and speculates about whether the communication state might one day replace the garrison state. His main contribution is to remind us of the awful potential of communication as shown in 1984, “the power to create, or the power to destroy” (p. 279).

The Kaid and Sanders survey of research shows that primary areas of scholarly interest are (1) the content and effects of news and public affairs in the mass media; (2) rhetoric, fantasy, and symbols in political communication; (3) the president and the media; and (4) practical politics and polls. They summarize research findings in each of these areas, as well as in political advertising, debates, general theory and research, political socialization, agenda-setting, interpersonal communication, and communication in Congressional campaigns.

Readers will find much to reflect upon in this volume. Let us hope that the editors stick with their plan to publish a series of annual anthologies of this quality.

Mac at Work: Macintosh Windows on Business
reviewed by David A. Thomas
University of Houston

As a relatively new owner of an Apple Macintosh computer, I have surveyed a goodly number of how-to books to enable me to understand and make the best uses of this wonderful machine. One of the best general introductions to the ways in which the Mac can increase business productivity I have found is Mac at Work. Moreover, this book is a good enough explanation of numerous principles of business communication—not specifically tied to any given make of computer—to merit reviewing it in the pages of this journal.

Mac at Work is organized into two parts. Part One: The Building Blocks, includes eight chapters that deal with the most commonly used program applications. For example, separate chapters treat the topics of creating charts, drawing diagrams, using spreadsheets, filing data into databases, writing with a word processor, and communicating with a modem. Part Two: Full Documents, includes three chapters that show how to integrate the products of these applications into presentations, annual (and quarterly) reports, and business proposals. Rounding out the book is a detailed index and a representative directory of software producers for the Macintosh.

Although the treatment of each program application covered in Part One is necessarily brief, I found the explanations to be both simple and thorough. Each chapter is keyed to a specific software program, such as Apple’s own MacWrite, MacPaint, and MacDraw or Microsoft’s Multiplan, File, and Word (these are all copyrighted titles, by the way). At the present time, these programs are among the most popular pieces of Macintosh software available. Yet the authors take special pains to focus on general functional features of program applications. It is not necessary to own or use specific brands of software in order to derive useful instructions and insights into graphics, spreadsheet, database, or word processing programs as a whole from Mac at Work. Of course, the book is especially beneficial to readers who do use some or all of them.

The most interesting aspect of Mac at Work is Part Two, in which the authors show through realistic examples how the various programs can (and should) be integrated for more effective productivity. For
instance, generating graphics is a particular strength of the Macintosh. MacPaint and MacDraw are
two programs that make it easy to create appealing visuals such as diagrams, charts, maps, logos, and
even pictorial illustrations. The authors show through examples in the chapters in Part Two how
graphics products can be inserted into text or numerical documents for higher reader interest and
comprehensibility. Not only are the technical methods for achieving superior results clearly explained,
but also the reasons why the communicator-with-a-computer should make the effort are made obvious.

Students enrolled in classes in public relations, organizational communication, business and
professional speaking, and similar areas have a direct interest in making business presentations using
overhead transparencies and slides, writing corporate annual reports, and composing business
proposals. Students enrolled in any “information-society” class need to know some of the market place
applications of the modern besides subscribing to a commercial database. Students in communication
classes of any type must be aware of the increasingly dominating position the personal computer is
assuming in American life in many arenas, particularly in the corporate world. *Mac at Work* covers
these and more.

Instructors would be interested in looking at this book for their own class preparation. Insights and
perspective, as well as ideas for adapting assignments and exercises, abound. If the instructor’s school or
department has Macintosh computers available for instructional purposes, this book would be a
worthwhile choice as a textbook to assign to all students. I say this advisedly because the authors have
clearly designed this book for non-academic audiences.

As an afterthought, I should comment about the production qualities of *Mac at Work*. Every page is a
model of eye appeal. There is plenty of white space, frequent headings and subheadings, bullets and
other highlights. Every single concept or application is amply illustrated with a graphic—generated by
the authors’ own Macintosh, of course. (In fact, they make a point of the fact that the entire manuscript,
including the illustrations, was telecommunicated to Wiley via their modem.)

In my opinion, this is an advance over the heavy quality of most of the available textbooks in the field
of communication. As communication educators become more integrated into the information society—
using personal computers with the amazing capacities of, say, a Macintosh, and teaching our students
with a view to helping them find their place in a demanding business and social environment where high
tech tools are commonplace—we should think in terms of making our materials resemble the best of
what’s available in the trade. *Mac at Work* is itself a document worth examining on the same basis as we
study a noteworthy speech or news story—as typical of what is possible for a communicator to do, given
a felt need and some available resources.

**Student Protest, 1960–1970: An Analysis of the Issues and Speeches**
**Revised Edition with a Comprehensive Bibliography**

Cloth only.

reviewed by Carol Jablonski
Indiana University

Donald Phillips’ revised and updated *Student Protest, 1960–1970* is a valuable resource for those who
are teaching courses which examine the rhetorical dynamics of collective change. As a textbook, *Student
Protest* would suit the purposes of upper-level courses specializing in Contemporary American Public
Address or the rhetoric of social movements. The book could be helpful as a reference for other courses
as well. Indeed, anyone who teaches courses in persuasion, conflict, or political communication could
find something useful in *Student Protest*.

The book is divided into two parts. In the first, two chapters provide a conceptual overview of
communication and the study of collective conflict and change, two examine student protest issues, and
one contains selected speeches and documents. Each chapter concludes with a section on key words,
study questions and projects, and suggestions for further reading. The second half of the book contains
an impressive multi-disciplinary bibliography.

In the Preface, Phillips aptly describes the book as “an interdisciplinary analysis of and research
guide for the student movement” of the 1960s (p. ix). With insights provided by scholars in history,
sociology, psychology, political science, philosophy, and communication, Phillips’ analysis aims not only
to illuminate the key issues of the student movement, but also to contribute to the on-going “cultural
debate” in America. Phillips believes that “social movement theory forms part of a cultural
hermeneutic” that enables us to understand “collective symbolic behavior including forms of social
conflict and conflict resolution methods, the ideology of protest groups, and social issues evolution as they shape a society” (p. xi).

Chapter One, “Student Protest and Resource Mobilization”, underscores the importance of communication as a variable in collective conflict. Communication problems are often a source of difficulty, Phillips notes, as he documents some of the breakdowns that occurred between students and university officials during the 1960s. Communication is also an important tool for defining protest issues and for galvanizing protest action. Anticipating resistance from readers who might question the utility of examining the documents and speeches of student protestors, Phillips argues that such study can illuminate the issues and the way they were symbolized, aid understanding of the thoughts and ideals of the protestors, and add insight into the theory and practice of rhetoric. None of these arguments are new, of course, but they do give the book a decidedly message-oriented rationale, something not always stressed in other texts dealing with social protest. The rest of the chapter adumbrates a series of definitions, approaches to, and theories of social movements and social conflict. Here, Phillips summarizes the relevant works of Broom and Selznick, Smelser, Toch, Lauer, and Oberschall.

Chapter Two, “Communication Theory and the Mobilization of Symbolic Resources,” extends the resource-management approach introduced in Chapter One to include a discussion of symbols as a resource for protest. Drawing upon Kowalewski’s application of resource-management theory to political protest, Phillips discusses those properties of symbols that make them useful for protest (i.e., their availability, versatility, simplicity, emotionality, and sacredness) and examines the ways in which symbols function in protest (i.e., as identity transformers, community-enhancers, promoters of participation, avenues of consciousness-raising and self-expression, and, somewhat redundantly, communication). From there, the characteristics of protest rhetoric itself are discussed, beginning with the recognition that protest behavior is culturally symbolic, and continuing with an account of the various styles and dimensions of protest (i.e., agitative-activist, confrontational-coercive, revolutionary, ethical-legal, ego-functional, and media-oriented.) Throughout the chapter, Phillips uses examples from historical and contemporary movements to clarify the theoretical materials being summarized. How much this will help students through Phillips’ densely packed literature review is unclear, however, since the examples are short and the materials exemplified are both complex and, at times, unelaborated. There are also problems with the way certain topics are handled. Students are given surprisingly little information on the revolutionary nature of protest rhetoric, for example. Although useful in referring students to other sources, Phillips’ “guide-book” approach may not be able to provide the depth of coverage—or the patient translation of materials—necessary for some students of rhetoric and protest.

Chapters Three and Four provide an historical analysis of the issues that gave rise to and that came out of the student movement of the 1960s. Included in Chapter Three are the 1960 demonstrations against the House Un-American Activities Committee in San Francisco, the student sit-ins in Greensboro, the early peace movement, the emergence of the “student left” at Berkeley, and the Berkeley revolt of 1964. Chapter Four examines the rise of SDS in 1965–1966 and its involvement with the civil rights movement, the development of student anti-war sentiments, and the concern for university reform. Phillips chronicles the escalation of student protest on campuses throughout the United States (including Columbia, Cornell, San Francisco State, and Harvard), examines student involvement in demonstrations off campus (including the various marches on Washington and the 1968 Democratic National Convention in Chicago), and concludes the chapter with an account of the events that took place at Kent State University on May 4, 1970. Those already familiar with the rhetoric of the 1960s will not find anything new in Phillips’ treatment of the issues and events of the period, but his meticulous compilation of materials and his tidy organization make the book a particularly useful reference. Students with limited knowledge of the 1960s will find the narratives in the book (which are usually supplied in the form of quotations from others’ works) to be engaging and enlightening, though often too truncated to answer basic questions about what happened, when, how, and why. Those using the book as a text could overcome these problems by assigning additional readings or reports on the key activities of the student movement.

The last two chapters add much to the book’s usefulness as a reference guide. Chapter Five provides the texts of nine protest speeches and documents, among them Martin Luther King’s “Love, Law, and Civil Disobedience”, the Statement of Purpose of the Student Nonviolent Coordinating Committee (SNCC), Mario Savio’s “An End to History”, Stokely Carmichael’s “Black Power”, J.C. Helms’ “Harvard: The Voice of a Non-Striker”, and Tom Hayden’s “St Louis Conference Address”. Each speech is followed by a short discussion, which provides a historical context. Chapter Six, the bibliography, is subdivided into eight sections reflecting the book’s multidisciplinary emphasis. In addition to designating references, Phillips categorizes works according to the disciplinary perspective.
they embody. Many texts are cross-referenced, which lengthens the bibliography but increases its usefulness for the student researcher. 

_Student Protest_ makes an important contribution to the instructional literature on social protest movements. Its focus on student protest makes it a particularly appealing choice for courses which seek to engage students in social and political problem-solving. A major shortcoming of the book, however, is its style. Phillips spends a considerable amount of time summarizing the perspectives and observations of others. He does not attempt to develop his own, synthetic model of communication in movements, nor does he provide personal interpretation when describing the issues and events which defined the student movement. As a result, the book comes across as being sterile, its style often too leaden to appeal to any but the most dedicated student readers. Still, with the proper amount of encouragement and translation from course instructors, _Student Protest_ could be used successfully at either the undergraduate or beginning graduate level.

**Discourse Analysis: The Sociolinguistic Analysis of Natural Language**


Paper.

reviewed by Leonard J. Shedletsky

University of Southern Maine

Michael Stubbs’s _Discourse Analysis: The Sociolinguistic Analysis of Natural Language_ is a book about language use. If there is a central idea, it is that communication, language, action, knowledge, and situation are inseparable and that the coherence of spontaneous conversation is highly ordered according to polysystemic mechanisms. Stubbs, a linguist, argues that to understand the distribution of linguistic forms, we need to look beyond traditional syntactic units to the functions performed by utterances. That is, we need to look beyond sentences and their constituent units to utterances, connected discourse, and acts performed by utterances in context. Moreover, Stubbs emphasizes the need to examine naturally occurring, spontaneous conversational data as opposed to hypothetical, isolated sentences and speech acts. He maintains that the syntax of unplanned discourse is “... significantly different from the syntax of most formal written language” (p. 35). But, at the same time, we are warned that discourse analysis is not without its own monumental theoretical monsters.

Stubbs provides three chapters in which we are to look over his shoulder as he demonstrates “Three Approaches to Discourse Analysis”. In one approach, he demonstrates mechanisms of discourse organization, using a transcription of two boys being interviewed by the author. Stubbs models for us how to put a recorded conversation on paper and what sorts of things we can say about the “apparent” chaos of conversation. We begin to learn about mechanisms of conversational organization: e.g., metatex, _i.e._, utterances which point to the organization of the text itself; syntagmatic constraints on possible sequences of utterances; anaphoric reference; shared lexis; exchange structure, such as initiation/response/feedback; ways in which hearers demonstrate understanding; synchronization in time and lexical repetition; the joint production of conversation; structural markers of narrative organization; the use of simple and complex tense; repetition and lexical choice; the temporal order of clauses; adjunct order; and more.

In the second approach, Stubbs devotes a chapter to “Analysing Ethnographic Data.” Here, he focuses on “... a particular speech event in a particular social setting.” Stubbs writes about “teachers’ talk”, the kind of discourse we find teachers using with students. Stubbs is most concerned with the specific communicative functions utterances serve in conversation rather than with the organizational features of discourse. The chapter is provocative not just because it gets us to think about analyzing data, but because it gets teachers and students talking about what they do together all the time. It helps to bring out into the open what Stubbs refers to as “the hidden curriculum”.

In his third approach, “Particles, Adverbs and Connectors”, Stubbs draws our attention to “... aspects of language which syntax and semantics have had difficulties in explaining.” This approach takes its inspiration from linguistics. While some of the issues presented may be missed by students without any background in linguistics, this is an important chapter for Stubbs’ idea that we must take connected discourse and speech acts into account in describing the distribution of linguistic forms. Some of the items that Stubbs discusses are well, now, right, ok, anyway, you know, I see, hello, and byebye. One of the most provocative sections in this chapter is Stubbs’ argument that the distribution of “please” can only be accounted for with reference to the chaining of whole clauses or sentences, and that, furthermore, we must take into account the speech acts performed by these units. For instance, Stubbs
points out that following "Would you like some tea?" "please" is an acceptable response, but not following, "Have you got the time?"

"Exchange Structure," consists of three chapters which further Stubbs' thesis that communication, language, action, and knowledge are inseparable. He applies traditional notions from linguistics to discourse. A central topic of discussion is the idea that structure controls meaning. The question is opened whether discourse structure is based on linguistic structure or on more general, cultural knowledge. Consequently, the next chapter is devoted to "Initiations and Responses" as he discusses whether the relationship between utterances in sequence is syntactic, semantic or pragmatic.

In discussing questions and answers, Stubbs shows that questions and answers are related to one another more by semantic and pragmatic factors than by syntactic constraints. Further, he argues that the very notion of grammaticality, a central notion to linguistic theory, is dependent upon such discourse properties as expressed certainty.

A final chapter on exchange structure takes up the problem of defining the conversational exchange. "Surface Cohesion and Underlying Coherence" looks at the centrally important issue of the book: "...the distance between what is said and what is meant, and the multiple layers of meaning between the literal propositional meaning of an utterance and the act which it performs in context" (p. 147). As with other important issues raised by Stubbs, we are not given solutions but are asked to think about the problem.

Stubbs is convincing that the relevance between utterances is best accounted for by reference to "underlying acts," that is, by reference to rules of the following type: "Questions from the floor following the presentation of a paper, will be interpreted as challenges to the position the speaker has presented; and the speaker's response will be interpreted as attempts to defend the presentation" (p. 172). But, as often happens in this book, Stubbs persuades on one point and then argues that that's not quite correct either. For in the very next chapter, "On the Surface of Discourse: Prefaces and Alignments", he maintains that we ought not to conclude that great indirection is characteristic of all discourse. At the same time, a major point of this chapter is the claim that: "Much talk has less to do with expressing propositional content than with structuring, repeating, emphasizing, mitigating and generally 'padding' " (p. 178).

Having devoted the entire book to naturally occurring, spontaneous, spoken discourse, the final substantive chapter is devoted to the analysis of Hemingway's short story, Cat in the Rain. In this analysis we become acquainted with dissecting sentences into propositions and noticing the relationship between propositions, such as entailment, implicature and presupposition.

The fact that the book is put together from bits and pieces that Stubbs has published in various places, at various times, and with various others, helps to explain its less than perfect coherence. Nor is it clear for whom the book is intended, although judging from its use of terminology and reference to theoretical tangles within linguistics, it appears to be for the initiated. Nevertheless, having used Discourse Analysis with undergraduates who had no background in linguistics, I can testify that the book works and enthusiastically recommend it for an undergraduate seminar on language use.

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**Basic Public Speaking**


reviewed by Matthew W. Seeger
Wayne State University

The dilemmas associated with selecting a basic text book are common to all speech programs. Should the text review the vast range of public communication theory and research? What should be the proportion of theory to practice? What exercises should be included? How should the text be organized? Any resolution of these questions must necessarily involve compromise and balance. Andrews' new text, *Basic Public Speaking*, is an excellent, balanced presentation of the introductory principles of public communication.

Three features of the book are particularly important. First, Andrews' writing style speaks directly to the basic speech student's level and experience. The language does not intimidate. Principles are clearly presented and logically organized with well developed main and minor points. Course objectives in the introduction provide a coherent structure to each chapter, while exercises and discussion questions at the conclusion provide a concise review. The examples that open each chapter are striking in their illustration of the material, realistic in their relation to actual speech problems, and humorously presented. As such, they facilitate readability while creating a sense of identification. Most important, the text is supportive of the student's efforts to develop the skills of public communication.
The second feature is the incorporation of teaching aids. Among others, the text includes an excellent critique sheet, a checklist of speech anxiety traits, guidelines for effective listening, and a selection of speeches in the appendix. Each is well developed, carefully integrated, and a useful teaching device. These features promote a programmed learning tone while providing materials to promote classroom discussion.

The third feature is the link established between theory, research, and practice. While Andrews does not burden the text with the obscure theoretical issues, neither does she oversimplify discussions of the communication process at the expense of accuracy. The principles advocated are linked to established theory and sound research conclusions. It is clear that accuracy was a central goal.

If the book has a weakness, it concerns chapter order. Andrews does not provide a comprehensive solution to the dilemma of organization. Selecting the speech topic, for example, is presented in chapter six while the principles of organization are discussed in chapter eight suggesting that the student may need to digest substantial sections before having a sufficient understanding to present the initial speech. Much of this is due to the text's comprehensive nature and the care taken to present a balanced perspective on public communication. Earlier chapters, for example, include (1) Barriers to Effective Communication, (2) Audience as Listeners, (3) and Speech Anxiety. The preferences of individual instructors, therefore, may be to present the material in an alternative sequence.

Such an option is not unrealistic considering the other strengths of the text. Instructors will find the many strengths of the book appealing. It is the student, however, who is likely to benefit most from Andrews' Basic Public Speaking.

Interpersonal Communication Competence


reviewed by Lawrence R. Frey
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Over the past few years, no concept has received more attention from our discipline nor demonstrated more theoretical and practical significance than "communication competence". Making sense of this divergent and complex literature, however, has been difficult. This problem appears solved by Spitzberg and Cupach, who systematically organize theory and research about communication competence into a coherent framework capable of directing future work.

The book is divided into five chapters. The first examines the significance of communication competence and traces its historical roots. The rhetorical tradition (from Aristotle to Burke to Clark and Delia) and the psychiatric approach (with an emphasis on marital and relationship development research) are examined. Three aspects of communication competence are highlighted: the importance of context, interactants' perceptions, and communication behavior.

Chapter two provides a conceptual order for discussion of the constructs. Two primary theoretical orientations guiding research are examined: notions which focus on the outcome of interaction, such as fundamental, social, and interpersonal competence; and notions which focus on messages produced during interaction, such as linguistic, communicative, and relational competence. The authors do an excellent job of organizing the literature and pointing out salient and complementary features of diverse theoretical paths which inform the construct of communication competence.

Chapter three presents a critical, issue-oriented analysis of key assumptions underlying most communication competence research. First, theory development is minimal because communication competence is primarily thought of from a pragmatic/ pedagogical/perscriptive perspective, and there is little integration of research from psychology and communication. Second, research has focused exclusively upon conscious behavior with no attention paid to those interactions where low levels of awareness and planning exist. Consequently, we need to broaden the scope of our research, since all interactions are potentially strategic in impact. Third, while most extant research reflects a trait as opposed to a situational bias, the interaction between person and situation needs to be investigated. Finally, two central measurement issues are considered: who should rate competence (actors or observers) and what should be rated (behaviors or cognitions). The conclusion is that we should measure interpersonal judgments of competence (actors' perceptions) as opposed to social judgments of competence (observers' perceptions). Regardless, we need to focus on both behaviors (communication) and attributions (competence).

Chapter four discusses the authors' conceptual framework for the study of relational competence, defined as "the extent to which objectives functionally related to communication are fulfilled through..."
cooperative interaction appropriate to the interpersonal context" (p. 100). Underlying this definition are seven assumptions, phrased as propositions. It is: (1) perceived appropriateness and effectiveness; (2) contextual rather than a cross-situational trait; (3) a matter of degree, existing on a continuum rather than as a dichotomy; (4) both molecular, specific communication behaviors, and molar, general attributions of competence; (5) functionally related to outcomes; (6) an interdependent process, existing between people; and (7) an interpersonal impression. These propositions represent a major departure from the traditional trait- and skill-based approaches to communication competence, requiring a shift from observable ratings of competent personality/behaviors to participants' perceptions of communication competence.

The second part of chapter four presents the authors' model of relational competence, integrating individual and contextual components. Four personal components are considered: motivation (interest in interaction), knowledge (possession of, or ability to acquire, cognitive information necessary for conversationally competent behavior), skill (ability to enact desired behavioral sequences), and outcomes (particular goals of interactants within particular situations). The second major component of the model concerns the context. The notion of "objective" contexts is dismissed in favor of viewing situations in terms of interactants' subjective perceptions. Competence is thus shown to be the perceptual fit of the person to the situation by self and other.

The final chapter examines implications and future directions for theory, methodology, and pedagogy growing out of the model. Social learning and attribution theories are examined as potential contributors to conceptions of relational competence. Measures used to assess communication competence are discussed within the broader issues of methodology previously examined. The conclusion is that no single research methodology is inherently better than another. The selection of method depends upon a researcher's theoretical orientation and the type of inferences one intends to draw. The authors do, however, present their preferred method for studying relational competence in line with the assumptions and components of their model. Finally, pedagogical implications of the model are discussed with respect to two issues: what to teach and how to teach it.

The strengths of this book are obvious. It is comprehensive, organized, and a well written review of the available literature in the field. The bibliography includes over 850 citations and is worth the price of the book alone. The proposed model is an excellent synthesis of the relevant literature and embraces current interactional communication and psychological theories. In short, this is a sophisticated treatment of the field which should serve as a stimulus for academic argument, theory construction, and empirical research on communication competence.

The primary problem with the book regards the predictiveness and generality of the model. The authors have not advanced a theory or even a model so much as a framework for understanding relational competence. The framework is more descriptive than predictive. In addition, the model is applied only to dyadic interactions, and it is not clear to what extent this model applies equally well to other forms of communications. Finally, pedagogical implications of the model are not discussed in any substantive depth, leaving it up to instructors to translate theory into useful applications.

However, the strengths outweigh any problems. While it may not be appropriate as a text for any particular course, it is something every interested scholar and teacher should read. Ten years from now *Interpersonal Communication Competence* may be judged as begetting a new era of theory and research on communication competence. It is that kind of a book.