The point of quoting these two examples is to show how widespread sexism is in our culture and to show that sexist writing flows from deeply ingrained attitudes. Although Frank and Treichler did not treat these particular examples, they do something better: they give readers a background of ideas and concepts from which to examine and explicate such usages. Their decision to be less prescriptive than other guidelines and to provide alternatives rather than imperatives was based on a desire to “open up discourse ... not close it off.” As illustrated by the complexities of the two examples above, they made the right decision. Prescriptive guidelines could never cover the myriad of sexist statements that human minds are capable of creating. Nor is it as important to strike from the language particular words, phrases, or even metaphors as it is to have people realize what these words, phrases, and metaphors are communicating about the individual who uses them as well as about the cultural attitudes from which they developed.

In conclusion, the authors argue against the charge that expectations for the use of nonsexist language infringe on academic freedom. They claim instead that sex-fair language “exemplifies rather than threatens academic freedom,” and they explain that “symbolic behavior has significant practical and theoretical consequences in the real world and that these are often negative for women. The use of nonsexist language is, therefore, at this point in history, the only linguistic choice that enables us, individually and collectively, to be responsible members of our profession.”


Reviewed by Richard Leo Enos, Carnegie-Mellon University

Edward P.J. Corbett’s indebtedness to earlier rhetoricians reveals not only an insight into his disposition but also a striking harmony of character. The similarities are most apparent in the case of Quintilian because Corbett is the Quintilian of our era, and Selected Essays is the testimony to that kinship. Although Corbett himself would shrink from any comparison with his hero, it is the unique combination of the humanistic and the humane, so apparent in the Institutio oratoria and the personal life of Quintilian, that
resonates also in this volume and its author. To (re)read this collection of twenty essays, written from 1958-86, does more than provide a conveniently useful source for distinguished, individual essays; it offers a window to view the developing thoughts of one of our most distinguished scholars.

The opportunity to benefit from this evolution of thought is enhanced by two additional features. Robert J. Connors' excellent Introduction enhances our understanding and appreciation of Corbett's work by situating it within the development of composition studies, the attendant growth of CCCC, and Corbett's monumental contribution of grounding composition in rhetorical theory. Connors' contextualization of Corbett's efforts is enhanced by a second unique feature: Andrea Lunsford and Lisa Ede conducted an extensive interview with Corbett (May 1987), and excerpts serve as headnotes to each essay. Connors' Introduction together with the Lunsford and Ede interview provide a retrospective background as well as Corbett's own reflective views, making for both a collective and individual perspective on the essays.

The chronological sequencing of the essays reveals a clear evolution in Corbett's thinking and scholarship. Corbett's initial essays were written to show how a grounding in rhetoric, particularly the views of Hugh Blair, can enrich literary analysis. Subsequent essays provide a subtle but noticeable change from showing the merits of rhetoric because of its contributions to literature to the merits of rhetoric for the act of writing and the worth of its own history. Steadily and increasingly, Corbett's essays illustrate the emerging realization that rhetoric's goal of facilitating expression captures the spirit of the humanities because it expands human capacities. Corbett's favorite essay, "The Cornell School of Rhetoric," reveals his view on rhetoric's academic merits. The objective of the Cornell School of Rhetoric was to harmonize scholarly and pedagogical goals in a manner that would enable students to develop both a liberal temperament and a marked capacity for self-expression. Given his fascination with "the mechanism of assent" and his inherent concern for ethos, it is no wonder that Corbett would view Cornell's School of Rhetoric as the realization and application of scholarship for the betterment of students. One cannot help but understand Corbett better by realizing how compatible his view is with that of his models: Isocrates, Cicero, Quintilian, Thomas More, Samuel Johnson, and John Henry Newman.

Restating the merits of Corbett's twenty essays would be redundant in the extreme, since the best "review" has already occurred: the collective judgment of the discipline for over two decades. The consensus of our colleagues on the merits of the essays falls into different categories, and readers of JAC might benefit by reviewing how these works contribute. "Hugh Blair as an Analyzer of English Prose Style" and "A Method of Analyzing Prose Style with a Demonstration Analysis of Swift's A Modest Proposal" are excellent illustrations of how rhetorical criticism can facilitate

*Selected Essays* is essential reading for everyone in rhetoric and composition, but the profit of reading essays in this the volume transcends even our deference to the scholar who wrote them. The *studia humanitatis* of the Renaissance laid the foundation for humanistic thought in five disciplines: grammar, rhetoric, poetics, history, and ethical philosophy. All five of these disciplines are discussed by Corbett; rhetoric dominates and the remaining four are colored by rhetoric in the spectrum of Corbett's essays. In total they reach across the humanities, enriching our appreciation and knowledge of the humanistic thought to which rhetoric contributes. Corbett's great contribution is the enactment of rhetoric as a grounding for composition, a compatibility of scholarship and *praxis* that few disciplines achieve. Just as Quintilian's *Institutio oratoria* established rhetoric in the curriculum of the West, so does Corbett's revitalization of his master. When the time to write the history of rhetoric in the twentieth century comes, the historian will have to turn the manuscript over to the scribe so that the name, "Edward P.J. Corbett," can be illuminated. *Selected Essays* is the vellum on which his name will be inscribed.


Reviewed by Art Young, Clemson University

For Marilyn Cooper and Michael Holzman, writing is situated in the social world and is constituted by and constitutive of this world. Writers and readers are not abstract concepts or remote images of authors and audience, but people who interact through writing and who continually modify them-