community. As Keith Tandy and Rosemary Smith comment, "We found ourselves mutually renewed by the visible and exemplary energy of our colleagues as discussions of writing and learning expanded to incorporate broader matters of good teaching." Equally important, especially to faculty at publish-or-atrophy schools, are bursts of publication resulting from increased participant confidence: one professor published over fifty articles and reviews within three years of learning about process, heuristics, and computers.

In addition to enthusiasm, funding is key in efforts to re-educate college teachers. While schools have attempted WAC programs with and without investing much money, funding has not necessarily determined results. The Vermont program got underway with modest funds, though it now runs on year-to-year funding, "often with somebody's leftover budget." At Michigan, on the other hand, the writing program received $450,000 from the Mellon Foundation in 1978-79, plus a sizable grant the next year from the Ford Foundation, and more than $1.3 million over three years from the university itself. Such investment, however, may have paid off only briefly, for within a few years faculty had teaching assistants making the assignments and grading the papers. (This tendency to pass "down" the teaching of writing is by no means unique to Michigan, and it underscores the problems caused by skewed priorities.) Michigan's program experienced another setback when faculty efforts to influence writing instruction at the secondary level (by means of "rigorous entrance assessment") produced no results; public schools did not reduce class sizes, possibly because school officials sensed a lack of full commitment from the university.

Without question, Programs That Work assists writing program leaders seeking to design programs, but it also offers practical help to faculty across the disciplines. The book includes essays by faculty teaching writing in business, engineering, mathematics, and social, natural, and "hard" sciences. Environmental studies are particularly well represented. The collection, well conceived and executed, can be profitable for anyone interested in writing instruction and higher education.


Reviewed by David Mair, University of Oklahoma

With the publication of this collection of essays, Charles Sides brings to fruition a project that began in 1981. The publication of this volume reminds me of the appearance of Gary Tate's *Teaching Composition: Ten Biblio-
graphical Essays in 1976. Of course, the essays in both are not similar, but the appearance of each marks a kind of rite of passage in the maturation of an area of study into a discipline or at least a recognized field. Sides' collection of seventeen essays will function as more than a sign for teachers and corporate trainers; it is a useful resource which provides critical evaluation of literature on topics as diverse as ethics, reading theory, software documentation, and advertising and sales literature.

Unlike Carolyn Matalene, who uses discourse communities as an organizing principle for her Worlds of Writing, Sides arranges the essays into two main categories: "Issues and Abilities in Technical Communication" and "Genres in Technical Communication." Essays in the first category address broad concerns applicable to a wide range of technical documents. The second category contains essays on familiar forms of technical communication, such as proposals, annual reports, and instructions, along with essays on forms often not covered by textbooks, such as software documentation, newsletters, and press releases.

While each essay tends to target one of two audiences, classroom teachers or corporate trainers, most essays have something to offer both groups. For instance, the opening chapter by Roger Masse and Martha Delamater Benz, "Technical Communication and Rhetoric," surveys articles and books published between 1972 and 1986 that focus on the role of classical rhetorical elements such as invention, persuasion, ethos, arrangement, and style in the teaching of technical writing. Most academics, as well as some corporate trainers, will be very comfortable with this material. But even though the bulk of this essay is most readily and directly applied to the classroom, trainers will find articles on editing that will be useful in instructing new writers in a publication department. Conversely, Stephen Doheny-Farina's "Ethics and Technical Communication" draws heavily on IEEE Transactions on Professional Communication and publications by the Society for Technical Communication and discusses the question of ethics in terms of dilemmas an editor faces on the job. Doheny-Farina speaks directly to corporate trainers, but teachers, the secondary audience, will find useful information for the classroom.

The essays in this collection typically focus on articles and books published between 1972 and 1986, making the information quite timely. One exception is the anomalous essay by Ben Barton and Martha Lee Barton, "Trends in Visual Representation." By far the longest essay in the collection at forty-six pages, this work outlines in brief the history of visual representation in technical communication from the publication of father of modern graphics William Playfair's The Commercial and Political Atlas (1801), to Rudolf Arnheim's Visual Thinking (1969), and finally to the authors' own "Toward a Rhetoric of Visuals for the Computer Era" (1985). This chapter is particularly interesting for its discussion of philosophical and psychological issues related to visual representation, and it's important for its integra-
tion of the topic into interchanges about pedagogy in technical communication. A somewhat similar essay is David Craig and Thomas Steinfatt's "Interpersonal Communication for the Technical Communicator." The authors suggest that the relatively new field of interpersonal communication, which they date from 1960, has also been neglected in discussions of pedagogy and curricula for technical communication. The authors cite a 1985 article by George Barnett and Carol Hughes that draws on communication theory as a source for informing technical communication theory. Craig and Steinfatt believe that "technical communicators can develop further this theoretical grounding by learning from the interpersonal communications literature," and they proceed to offer readers a primer of publications in interpersonal communication theory.

Sides has solicited essays from writers who have experience in industry, and these chapters cover a wide range of areas in technical communication. At times his arrangement is idiosyncratic. Articles that address related topics are often not juxtaposed. For instance, "Reading and Technical Writing," with its discussion of readability, and "Style and Technical Writing," which shares this concern for readability, are separated as are "Technical Communication and Rhetoric" and "Ethics and Technical Communication," both of which discuss morality and ethics in persuasive writing. Despite this problem with arrangement, the volume allows easy access to a wide range of valuable and interesting information. Sides has brought together a collection of bibliographical information that will prove to be a rich resource for teachers and corporate trainers of technical communication.


Reviewed by Lynn Veach Sadler, Johnson State College

Cynthia Selfe's Creating a Computer-Supported Facility: A Blueprint for Action is important in any number of ways, two of which are particularly outstanding. It is a no-nonsense, nuts-and-bolts description of how to establish and/or improve an increasingly important phenomenon on the college campus, and it is the first in the series Advances in Computers and Composition Studies, edited by Selfe and Gail E. Hawisher of Purdue University. Both this book and the series it inaugurates are needed.

If Creating a Computer Supported Facility has a flaw, it is precisely in being too "practical" and "blueprintish." For those of us who pioneered in the field, the experimentation may have been, if not all, then much of the adventure. We found colleagues and, especially, students to be as taken as we were with the fever of testing and trying a medium that seemed to link right-