> In language we inhabit, construct, and extend realities. . . . Language is what permits our being to be, to occur, to be explored, carried out and carried on...where...our historical, cultural, and personal identities are not simply formed, but more significantly, performed. Language calls out for a voice, a body. Such a summons propels us beyond the limited refrain of instrumental speech and writing into song, dance, and dream. (p. 94)

In a subject as heated and contentious as the Palestine/Israeli conflict, issues are complex and volatile. The whole terrain is fraught with conceptual mind traps since the confluence of religion, politics, culture, language, and mythology form the bedrock of argument and war. A researcher cannot tread on one part of the soil without affecting the other.

Perhaps Feuerverger's next project will involve the collaboration of a Palestinian co-researcher; then it might not suffer from the minor drawbacks that this review has alluded to. She would then be able to render a more comprehensive perspective and her interpretations would be more inclusive of the contexts in which all participants' contributions are embedded.

Feuerverger's research is marked by intellectual rigour, by integrity, by passion and enthusiasm, and clearly by idealistic aspirations. Her contribution is great. She has succeeded in highlighting a very important project, one that could possibly propel future similar efforts. She has brought the attention of the academic world to a forgotten community that is in its own small way making a great contribution to the emancipatory pedagogy of peace. Feuerverger has done a marvelous job and must be congratulated.

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NOTES

1. Wahat Al-Salam means literally in Arabic 'oasis of peace'.'
2. Al-Nakbah means catastrophe and is the term used by Palestinians to describe their dispossession in 1948.

MAUREEN DALY GOGGIN (Ed.). *Inventing a Discipline: Rhetorical scholarship in honor of Richard E. Young.* Urbana, IL: NCTE (2000). 480 pp. US $ 34.95 (NCTE members $28.95). (ISBN 0-8141-2375-9).

The essays collected in the volume *Inventing a Discipline: Rhetorical Scholarship in Honor of Richard E. Young,* edited by Maureen Daly Goggin, reflect on Young's important contributions to pedagogy, research, and scholarship on invention in the field of rhetoric and composition. The essays also offer a partial genealogy of the field. The volume presents an impressive collection of scholarly essays written by former students of Young and participants in his National Endowment for the Humanities (NEH) seminars. As Goggin

notes in the Introduction, "the best way to pay tribute to . . . [Young] is through a collection of rigorous scholarly articles that explore vital questions concerning literate practices – that is, multiple, complex, interdependent reading and writing practices" (p. xv). Following the principles of Young's scholarship, this collection provides teachers and scholars with heuristics that may help them to develop a new rhetoric that will reflect the complexities of multiple literacies in this time of rapid technological development.

The essays in the collection are organized according to the fourth maxim of Richard Young's tagmemic rhetoric: "*A unit of experience can be viewed as a particle, or as a wave, or as a field.* That is, the writer can choose to view any element of his experience *as if it were static, or as if it were dynamic, or as if it were a network of relationships or part of a larger network* [italics in the original] " (Young, Becker, and Pike, p. 122).

The first section, "Field: Reflections on the past, present, and future of the discipline," unites essays that explore the discipline of rhetoric and composition within larger historical and systemic contexts. Charles Bazerman's essay opens this section and provides a comprehensive review of the history of the development of the field of composition. Bazerman concludes that a new rhetoric of literacy needs to be flexible enough to address the issues of electronic literacy and the diversity of rapidly changing modes of communication.

In her essay, Maureen Daly Goggin analyzes the history of freshman composition in the US. In her analysis, she applies the theory of the self-reinforcing mechanism (SRM), which helps us to understand how and why some inefficient mechanisms become accepted and reproduced in society. Goggin uses the SRM theory to explain why American education seems to be "locked" in a system that "continues to keep instruction in and about literate practices marginalized, that remains impervious to the growing rich body of scholarship and research on literacy and rhetoric" (p. 55). The essay concludes by stating that freshman composition appears far too profitable for universities to risk changing. Goggin suggests that rather than attempting to reform the existing system, it may be more productive to develop an alternative program grounded in recent theoretical developments, a program that will place discursive practices in the centre of education.

Following Goggin's argument, Joseph Petraglia, in his essay, observes that the evolution of educational theory creates a new space for rhetoric education. He reviews theories of social constructionism and situated cognition to arrive at the conclusion that their superiority over traditional transmission theories of education seems assured. A rhetorical approach to education, says Petraglia, views learning as the argumentative processes that involve teachers, students, and their social contexts. He concludes by

questioning the existing place of rhetorical training in American education and proposing a move towards a new curriculum that would allow rhetoric and composition instructors to put the new rhetoric education at the forefront.

The second section of the collection, "Wave: Temporal and spatial explorations of rhetorical theory and practice," offers theoretical, historical, and empirical investigations of specific rhetorical theories and practices. Winifred Bryan Horner's essay provides a brief but detailed review of the emergence of the new rhetoric from the classical rhetoric. Horner highlights the particular emphasis Young placed on the revival of the ancient art of invention in rhetoric as an aid to writers. Horner then stresses the need for the same attention to be paid to two other offices of rhetoric that did not receive much of Young's attention: memory and delivery. Horner addresses the phenomenon of "external," or "cultural," memory – the memory distributed in our technologically advanced society and stored in books, libraries, and computer databases. It becomes apparent from the argument presented in this essay that this external memory is blended with invention. At the same time, delivery blends with the character of the speaker/writer while the message becomes more and more separated from the speaker/writer as the technology advances. Horner's essay poses questions that invite educators to become involved in the dialogue about the use of modern technology and the role of rhetoric in the rapidly changing world.

To complement Horner's question about the place of memory and delivery in the new rhetoric, the essay by Lee Odell and Karen McGrane addresses the issue of visual rhetoric and the effect of the integration of graphics in texts. In their analysis of the use and role of visual rhetoric in three distinctly different texts, Odell and McGrane refer to the findings obtained by the researchers in the area of technical communication. The authors explore the role of visual rhetoric in reader interaction with texts. Odell and McGrane observe that visual elements may constitute arguments and, therefore, have an epistemic value. They conclude by suggesting that it is the responsibility of teachers of rhetoric and composition to help students make informed choices and "make use of all communication resources that exist in our culture" (p. 234).

In her essay devoted to the discussion of scientific genres, Carol Berkenkotter laments the lack of instruction that science students in American Universities receive in the genres and registers of scientific English. Berkenkotter notes that in the United States, "the institutionalization of written English language instruction in English departments (rather than in applied linguistics programs) has meant that the attention to linguistic form and semantics that Vygotsky saw as crucial to written language instruction has not materialized" (p. 280). She suggests that the English for Special Purposes (ESP)

approach used in English as a Second Language classes for non-native speakers may be used to develop native-speaking student awareness of rhetorical conventions of scientific disciplines. While Berkenkotter's suggestion to integrate explicit instruction in the teaching of discipline specific genres in academia may be contested by some prominent Canadian scholars (c.f. Dias, Freedman, Medway & Paré, 1999), the issues of discipline specific instruction she raises in the essay are significant and need to be addressed by educators and scholars alike.

The third section of the collection is titled "Particle: Pedagogical application of rhetoric." The essays in this section discuss situated explorations of pedagogies in specific programs and courses. Three of the four essays in this section present various contemporary views of the Writing Across the Curriculum (WAC) programs in the United States.

Thus, Sam Watson explores the ideology and the goals of the WAC movement while Mike Palmquist's essay presents a detailed review of the development of network support for WAC in the US. Palmquist provides a description of the network support for a writing centre at Colorado State University as an illustration for his argument in favor of the network support for WAC programs. He supplies figures that illustrate assignments supported by the writing centre. One of the engineering report assignments presented in Fig. 16.4 states "The Project Report for this class requires you to work as an engineer in a design group. Your instructor will be the 'Project Manager,' acting as a mediator between you and the 'client'. . ." (p. 390). It is somewhat surprising to see simulated assignments included in this volume, among the studies firmly grounded in the notions of the new rhetoric and situated learning. It does not seem convincing that the thinness of the rhetorical context of simulated assignments may provide students with rhetorical cues that will allow them to make appropriate rhetorical choices. The inclusion of such controversial assignments in the collection may mislead new teachers of rhetoric and composition.

Continuing the discussion of WAC programs in American universities, Greene and Nowacek analyze several studies conducted in the context of WAC programs. They conclude that the best predictor of student future ability to reason and write within a discipline is the task the students set themselves rather than assignments prescribed by an instructor. Green and Nowacek suggest that the role of teachers in the modern world becomes to teach students to analyze and interpret rhetorical situations and make informed rhetorical choices in different disciplines rather than to prescribe ways to approach specific assignments.

These and other essays published in *Inventing a Discipline* capture the discipline of rhetoric and composition in the process of constructing itself, or, as Goggin aptly puts it, they demonstrate "rhetoric and composition in action"

(p. xxi). Despite some methodological and theoretical questions that arise in connection with arguments and examples presented in several essays, it is clear that *Inventing a Discipline: Rhetorical Scholarship in Honor of Richard E. Young* makes a timely and significant contribution to the contemporary understanding of the field of rhetoric and composition. The collection deserves a wide readership, particularly among teachers and scholars in the field of rhetoric and composition.

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ELLEN ROSE. *HyperTexts: the language and culture of educational computing*. London, ON: Althouse Press (2000). Pp. 210. $ 24.95. (ISBN 0-920354-48-3).

Every generation, it seems, believes that it invented sex and "the" technology. *HyperTexts: the language and culture of educational computing* by Ellen Rose, reveals nothing about the former but attempts to shed light on how "the" technology – the digital content, use, and production of computer based education – is wrapped in a discourse that is permeated by social, ideological, and political structures and values. Rose uses a poststructuralist interpretation of various "texts" produced by 'technologists'. She states that it is not her contention to adopt a position as either an advocate or a detractor of educational computing. However, it is clear early on in her book that she sees the current practice of educational computing to be, in effect, old wine in new bottles. To Rose, it is nothing more than an updated, slicker version of power-structures and social beliefs that limit the potential of new technologies to truly inform and reform educational practices.

That education is a value laden enterprise is undeniable, even if this insight is frequently neglected in research that focuses on content and delivery. Poststructuralists maintain that what we teach (the content) is implicitly a symptom of what is valued that "needs" to be taught. At the same time, how it is taught, by whom and with what tools (the delivery) is equally important. *HyperTexts* is situated in the continuing debate about the values that underlie the relationship between knowledge and power. Dismissing the notion of neutrality or innocence in digital technologies, Rose presents a