Resource Reviews

From Intention to Articulation
Willem J.M. Levelt

Cost: $39.95 (US)

Published by: The MIT Press, 55 Hayward Street, Cambridge, MA

Reviewer: Luc F. De Nil, Graduate Dept. of Speech Pathology, University of Toronto

In his book, Levelt analyzes the highly complex skill of speaking into its component processes. Ultimately, he wants to present the reader with an overall theoretical model explaining how a speaker transforms an initial intention to express a given thought into a fluently articulated utterance.

In the first chapter of the book, the author provides the reader with a general introduction to the model. By means of a detailed analysis of a question-answer interaction between the two speakers, Levelt introduces the reader to the basic processing components central to his theory. At the first component, the Conceptualizer, the speech intention is conceived, the relevant information to be expressed gets selected and ordered, and the intention is placed in the context of the ongoing verbal interaction between the speaker and his listener(s). The output of the Conceptualizer, which Levelt calls the preverbal message, serves as input to the next processing component, the Formulator. This component takes the preverbal message and transforms it into a phonetic or articulatory plan by means of two subcomponents: First, the Grammatical Encoder takes the message and generates a surface structure through activation of the appropriate lemmas. This surface structure, in turn, gets transformed into a phonetic plan by the Phonological Encoder. Finally, the output of the Formulator becomes the input of the Articulator which shapes it into a series of neuromuscular instructions yielding overt speech. Both the internal and overt speech are continuously monitored by the Speech-Comprehension System.

In the remaining chapters of the book these different processes are analyzed and illustrated in detail. The author guides the reader through the different processing stages that are involved at any given level of the model. While doing this, he continually refers to the experimental literature to find support for his hypotheses or to indicate the lack of experimental data and the need for further research. In the final chapters of the book, Levelt discusses the various strategies that are used by speakers to self-monitor their speech both prior to and following overt articulation.

Levelt has made a significant contribution to the study of speech production by presenting an all-encompassing theoretical model of the speech act. Particularly valuable in this respect is his attempt to combine both the linguistic and speech motor approaches to speaking, even though the text would have gained a bit if the author had used the same thoroughness in dealing with the speech motor control literature in chapter 11 as he did in previous chapters. Nevertheless, this chapter still provides the interested reader with a good introduction to an overview of the current status in this complex and rapidly evolving area of speech research.

The theoretical nature of this book, combined with the thoroughness with which the author approaches the subject matter, makes it not always an easy text to read. However, the author clearly has made every effort to make the text accessible even to those who do not have a strong psycholinguistic background. This book could be useful as a textbook in an advanced course on speech production. It certainly should be mandatory reading for every serious researcher of the speech production process.

Pragmatics and Natural Language Understanding
Georgia M. Green

Cost: $24.95 (US, cloth), $12.50 (US, paper)

Published by: Lawrence Erlbaum Associates, 365 Broadway Hillsdale, NJ 07642 USA

Reviewer: Phyllis Schneider, Dept. of Speech Pathology and Audiology, University of Alberta

The stated objective of this book is "to give an overview of those mechanisms that allow more to be communicated than is actually said." The book is part of a series in cognitive science. It is intended as an introduction to linguistic pragmatics, described as "the intersection of a number of fields within and outside of cognitive science: ...linguistics, cognitive psychology, cultural anthropology, philosophy ...sociology ...and rhetoric..." Despite this description, the authors seem to rely most heavily on linguistics, philosophy, and rhetoric, rather than the more data-driven social science fields.

When looking at works on pragmatics currently available, it is useful to know that different fields approach this topic in very different ways. For linguists, the emphasis is on how contexts of use affect word meanings, interpretations of syntactic structures, judgements of acceptability, and so forth. Most often the examples are hypothetical, often borrowed from other linguists' work. In contrast, sociolinguists

tend to emphasize how people communicate, especially information conveyed beyond the actual words used: social status, attitudes, and the like. They collect and use actual language data. The researcher in the area of communication disorders has yet another set of concerns. Like the sociolinguists, the emphasis is on communication, but also, necessarily, on what is said but is not correct. We need some standard of correctness so that we can determine when someone has deviated from it. While all are perfectly legitimate for different purposes, these different approaches can cause confusion if the reader is not aware of the distinctions. Green's book attempts to integrate the linguistic and sociolinguistic approaches, with emphasis on the former; it does not attempt to address the special concerns of communication disorders.

Thus, this book is useful for the linguistic approach, especially how word and sentence meanings can be extended in context, and the limitations on these meaning extensions. It is not intended nor is it appropriate as a guide for SLPs in clinical assessment or intervention.

The book's chapters move from the narrowest interpretation of pragmatics and the interpretation of indexical and anaphoric expressions, to more general considerations of reference, to inference and presuppositions, to strategies for conveying and interpreting intended meanings using available means, and finally to conversational interactions, including some basic sociolinguistic issues. The author makes the point that a pragmatic approach is necessary to understand how we comprehend text, i.e., what makes text coherent. Semantic and syntactic properties of utterances are not enough. The implication for our field is that our typical approach to narrative analysis, i.e., counting referring devices and conjunctions, only goes so far in assessing the quality of narratives. Perhaps we need to develop measures of comprehensibility that would reveal when and to what degree a narrative's structure interferes with the listener/reader's processing.

One limitation of the book is that no distinction is made between discourse (speaking) and text (written language) — the author takes examples from either modality. The problem with this is that there are some differences in pragmatics in the two modalities: use of discourse markers such as "well," "y'know;" stylistic differences; use of context as a basis for reference (and even what context is); and many others. This distinction has been pointed out by numerous other authors and is important enough to have a place in an introductory book such as this one.

The book would be valuable as an introduction to a linguistic perspective on pragmatics and the relationship between pragmatics and syntax and semantics. It would also be useful as an additional reading for a graduate seminar in pragmatics in communication disorders.

Phonology: A Cognitive View
Jonathan Kaye

Cost: $39.95 (US, Cloth), $17.50 (US, paper)

Published by: Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 USA

Reviewer: Barbara Bernhardt, School of Audiology and Speech Sciences, University of British Columbia

Kaye wrote this 168 page book to introduce those with no previous linguistic training to phonology. He traces the evolution of phonological theory in the last twenty years from Chomsky and Halle's *Sound Pattern of English* (1968) to current nonlinear phonological frameworks. The personably written text unfolds as a set of problem-solving exercises. He presents problems, works through possible solutions, and leads the reader to understand why some solutions are favored over others.

Kaye first presents the basic tenet of the generative grammar tradition — that we are able to comprehend and produce an infinite number of sentences because of underlying linguistic knowledge. Linguistic knowledge is both innately endowed and learned. We learn the particular facts of our own language quickly because more is endowed than learned.

Chapter 2 introduces the reader to classical generative phonological descriptions of phonological phenomena. Kaye leads the reader to conclude that phonological segments have internal structure (such as features) and that there are natural groupings of segments based on this internal structure (sound classes). These classes are the only types of segment groupings that can figure in phonological rules (processes) accounting for phonological phenomena.

Kaye seeks to find explanations for phonological phonemena in chapters 3 and 4. He shows that notions of "ease of articulation" and "economy of effort" fail to explain their existence. He speculates that processes may help us parse language by defining word and syllable boundaries. Markedness theory is introduced as another possible explanation. In the last section of the third chapter he introduces nonlinear phonological representation and shows its explanatory capabilities. Syllable structure and tone are seen to functions as independent levels (tiers) of representation. Kaye expands his description of nonlinear theory in chapter 4. The reader learns more about syllable structure and is introduced to a mediating level between the syllable and the segment (the "skeletal tier").

The final chapter outlines current research topics, such as the ultimate description for phonological units, the applicability of speech recognition research, and the possible "death" of the phoneme. Kaye considers the shift to nonlinear

phonological frameworks progressive and reminds us that the process of theory construction is ongoing.

As someone who utilizes nonlinear analysis as a basis for phonological intervention, I have been looking for a clear background text on nonlinear phonology to recommend to clinicians and students. In Kaye's book, minimal mention is made about language acquisition and aphasia, so a reader should not expect to find those types of implications worked out. In terms of his theoretical perspectives, he rightly reminds the reader that there are variations in such perspectives. As an example, I suggest that his report "death of the phoneme" may be greatly exaggerated! However, I believe that this book will help it's readers to understand the value of nonlinear frameworks for phonological analysis and I recommend it for that purpose. Because his argumentation is based on his examples, I would caution that those examples need careful study. The short length of the book does make it possible to work through them, especially if one takes the "phonology is fun" perspective which he uses to introduce and close the text.

Theoretical Perspectives on Language Deficits
Yosef Grodzinsky

Cost: $25.00 (US)

Published by: The MIT Press, 55 Hayward Street, Cambridge, MA

Reviewer: Mikael Kimelman, Graduate Dept. of Speech Pathology, University of Toronto

In this book, Grodzinsky discusses neurological deficits, how these deficits should be described, and provides suggestions for the use of this information in the development, testing, and instantiation of cognitive theories. Furthermore, he discusses the place of neuropsychological evidence in the construction of theories in the realm of cognitive science. Grodzinsky utilizes agrammatical aphasia as his vehicle to discuss his positions, yet argues convincingly that his approach is applicable to all neurological deficits that manifest language disorders. Grodzinsky's ideas derive from and add to current neurolinguistic theories.

This book is intended for students of neurolinguistics, specifically as it is applied to the study of aphasia. Novices will learn much from Grodzinsky's review of historical approaches and theories of agrammatism. However, at minimum, a background in basic linguistics is recommended. Experts will be both intrigued and challenged to defend their beliefs.

The book is a short, but intensive six chapters long. The first chapter sets Grodzinsky's premises regarding how neu-

rological deficits should be viewed. He discusses the acceptability of evidence and clearly presents the benefits and drawbacks of three approaches to the study of cognitive deficits. Chapter 2 discusses syntactic theory, specifically Government-Binding Theory. Although this section is written as an introduction, prior familiarity with this theory will significantly aid the reader.

In chapter 3 Grodzinsky provides an excellent review of previous theories of agrammatism. He succinctly describes the theories and arguments that either support or refute their position. Throughout this chapter he leads the reader toward his own ideas about agrammatism. Chapters 4, 5, and 6 discuss neurological constraints on linguistic theories, the modularity of language, and language acquisition and breakdown, respectively. As in chapter 3, Grodzinsky reviews a broad range of theories and ideas and tests them according to his beliefs.

There is much to recommend this book. Grodzinsky applies logically and theoretically sound critiques to the predominant neurolinguistic perspectives on agrammatism. His own views derive from his ideas of what theories should be and how they should function. Whether or not one agrees with Grodzinsky, this book will provide one who is interested in neurolinguistics with much to think about. A final caution, familiarity with basic syntactic theory, especially Government-Binding Theory, is essential to a full appreciation of this book.

Readings in Clinical Spectrography of Speech
Ronald J. Baken & Raymond G. Daniloff, Editors

Cost: $29.50 (US)

Published by: A Joint Publication from Singular Publishing Group and KAY Elemetrics Corporation, 1991

Reviewer: Megan M. Hodge, Dept. of Communication Disorders, Glenrose Rehabilitation Hospital, Edmonton, AB

This volume contains a collection of 32 articles and chapters published between 1946 and 1985 that record the development of speech spectrographic analysis and its contribution to the field of acoustic phonetics. The papers selected for inclusion address the theory, technology, and methodology of analog sound spectrography and its application to understanding normal, disordered, and developmental aspects of speech production. This publication is intended to serve as an instructional tool and a reference as well as pay tribute to the scientists whose talents and labor have developed the field of acoustic phonetics using sound spectrography.

Each of the 32 papers appears in the same format in this paperback book as it did in its original source. Thus,

throughout the book there is a lack of uniformity from paper to paper. The original citation for each paper in the collection appears in the Permissions section at the end of the book. Of greatest concern regarding the quality of this publication is the loss of gradations the grey scale in the reproductions of the figures. In rare instances, the text is difficult to read, usually because the original publication was poor.

The book is organized into four sections. Each section contains a brief introduction by the editors followed by several papers that relate to the section topic. The editors have selected a representative sample of publications on speech spectrography. The papers in the first section are classics in the field of acoustic phonetics. The work of W. Koenig; H.K. Dunn and L.Y. Lacy; B. Lindblom; and G.E. Peterson details the evaluation of the sound spectrograph, its operation and design, and the analytic methods used by speech acousticians to measure and interpret speech spectrograms. The papers in the second section present information on the spectrographic characteristics of vowels, consonants, voicing, and syllables that has been published by J.M. Pickett; G.E. Peterson and H.L. Barney; G.E. Peterson and I. Lehiste; G. Fant; M. Halle; G.W. Hughes and J.P. Radley; D.H. Klatt; L. Lisker and A.S. Abramson; I. Lehiste and G.E. Peterson; and R.M. Dalston. These publications contain multiple spectrograms that illustrate acoustic properties of various speech samples and how these can be segmented and measured. These papers also provide well-defined sets of acoustic measures of speech and examples of the inferential processes that investigators use to relate acoustic patterns to articulatory movements.

The papers in the third section illustrate the application of sound spectrography to the investigation of the acoustic features of speech sound development. The classic monograph by S. Eguchi and I.J. Hirsch as well as publications by R.D. Kent; S. Bennet; R.D. Kent and L. Forner; and R.D. Kent and A. Murray are included in this section. The papers in the final section provide examples of the application of speech spectrography to the investigation of speech production in various populations of disordered speakers. These papers illustrate how spectrographic analysis can provide and visually display fine-grained measures of aberrant timing and vocal tract shaping behaviors and qualitative evidence of the presence and severity of glottal source (voice) problems for speech diagnostic and treatment purposes. Publications by A.W.F. Huggins, R.D. Kent; R.D. Kent and J.C. Rosenbek; R.D. Kent, R. Netsell, and J.H. Abbs; R.G. Daniloff; K. Wilcox and M.I. Stephens; D.K. Oller, R.E. Eilers, D.H. Bull, and A.E. Carney; A.A. Angelocci, G.A. Kopp, and A. Holbrook; J.E. Maki; M.S. Gustafson, J.M. Conklin, and B.K. Humphrey-Whitehead; N. Yanagahara; Y. Lebrun; F. Devreux; J.J. Rousseau and P. Darimont; E. Rontal; and M. Rontal and M.I. Rolnick are included in this final section.

While this collection of papers provides an excellent foundation for understanding acoustic theory and how it has been applied to the study of speech production using sound spectrography, it does not contain any articles that address the application of digital signal processing technology to acoustic phonetics. The emergence in the last decade of powerful microcomputers and increasingly sophisticated software that offer a variety of speech spectral analysis options is mentioned in the Preface but is not represented in the papers included in the book.

This volume is recommended as a reference and resource for students of acoustic phonetics and for professionals who apply the theory and technology of speech spectrography and acoustic phonetics to describe and investigate speech production. The papers contained in the book are taken from a variety of sources and span a period of 40 years so their collection in one volume greatly increases their accessibility to readers.

Is Your Voice Telling on You?
How to Find and Use Your Natural Voice
Daniel R. Boone

Cost: $16.95 (US)

Published by: Singular Publishing Group Inc., 4284 - 41st Street, San Diego, CA 92105

Reviewer: Maria Tuchscherer, Dept. of Communication Disorders, Wascana Rehabilitation Centre, Regina, Saskatoon

This is a self-help guide: "If you want to discover your natural voice or just want a simple, sure means of improving your voice to boost your business or career or have a more powerful social life *Is your Voice Telling on You* can be the best self-help book you've ever purchased." This is written for those interested in "broadcasting, the theatre, radio, movies or T.V. and for those already using their voice professionally as a singer, actor, politician, spokesperson, broadcaster or auctioneer." From a speech-language pathologist's point of view it is a 1991 version of elocution with technology.

In the 16 chapters, Boone takes the reader from the basic mechanisms of the "natural" voice and the enemies of the natural voice, to keeping the natural voice under stress, stage fright, and related fears, and how to speak on the telephone and use a microphone. Boone distinguishes between voice disorders and voice problems in that the former need treatment by a specialist whereas the latter is a feeling of displeasure with the way an individual sounds and how the voice affects his/her career and social life.

A voice self-analysis test is provided in which the reader answers 20 true/false questions, the results of which indicate the degree of concern about one's voice. Self-tests for breath control, lowering and raising of the pitch, and voice focus are also included. For each area suggestions for improvement are given and clinical cases are cited. Boone's use of diagrams to describe the atanomical structures is good as is his list of exercises for the various conditions.

Boone utilizes names of actors and politicians as examples of different male and female voice productions. Two chapters discussing a woman and her voice and a man and his voice detail problems and tips for each sex.

Typically the chapters are organized in sections beginning with a brief introduction to the problem and examples of cases seen in a voice clinic (e.g., loudness problems). This is followed by a self-administered test, which one should do with the help of a friend and a tape recorder to decide whether you and your friend like what you hear. At several junctures Boone mentions seeking advice from a speech-language pathologist if the self-test is not passed. Chapters conclude with exercises for the desired change. The book would be more useful if an audiotape accompanied the description of "natural" voice and it's improper use and sound, and the lay person should be cautious when dealing with subjective determinations of such vocal properties as pitch and loudness.

Boone ends the 180 page book with a summary of ten easy steps for keeping a natural voice and, for those who were unable to eliminate their voice problems, he lists 18 specialists who treat voice disorders. This book is not very useful for speech-language pathologists and contains very little new information. However it was not intended for professionals.

Boardmaker: The PCS Libraries on Disk

Cost: Boardmaker (desk accessory and PCS clip art) $299.00

Published by: Mayer-Johnson Company, P.O. Box 1579, Salona Beach, CA, 92075 - 1579, Phone: (619) 481- 2489, Fax: (619) 259-5726

Reviewer: Anne Lopushinsky, Glenrose Rehabilitation Hospital, Edmonton, AB

Boardmaker is a Macintosh computer program that allows the user to make professional looking Picture Communication Symbols (PCS) communication boards quickly and easily. In addition to symbol displays, custom worksheets, posters, letters, or workbooks can be created. The program

was initially developed by The Assistive Devices Resource Service at Erinoak, Mississauga, Ontario.

Boardmaker was developed for clinicians who create communication boards of varying formats and sizes for their clients. Due to the equipment and nature of the program, it is not recommended for a client's or an untrained individual's use. One backup copy of the software can be made and, because PCS is copyrighted, its use or reproduction is limited.

Broadmaker requires a Macintosh 512E or better with a hard disk drive. The symbols take about four megabytes of space on the hard drive. The package consists of: (1) six 3 inch disks containing the symbols from the PCS I & II dictionaries (approximately 1600 symbols) and pre-made grids (e.g., Wolf, Unicorn Expanded Keyboard, etc.); (2) the Boardmaker desk accessory (Picture Base Retriever in an earlier version); and (3) the manual. In addition, MacDraw or another object oriented drawing program and a printer are required.The drawing program is required to draw grids and concept pictures. Also, options for borders and background shading can be accessed. The printer type effects the time required for printing and symbol resolution.

The program allows for the development of displays on pre-made grids or custom developed grids. The user "selects" and "pastes" each symbol on the grid. Symbols are stored in two inch size, but can be converted to any size desired. Displays can be saved and quickly revised and updated as necessary. Selection of symbols can be accomplished by category or alphabetical searches. The speed of search varies, depending on the system memory, the symbol type selected (i.e., nouns are the largest category and therefore take the longest search time), and the method of search selected.

The manual is well organized, easy to follow, and has summary command sheets. The symbols are true to those found in the PCS Books I & II. Symbols can be modified or recombined to create unique symbols and displays using drawing and/or desktop publishing programs. The save and revise features of the program make the development and revision of displays a quick and easy process.

This is an excellent software program for clinicians who frequently develop communication displays using PCS and have access to and are experienced Macintosh users. The ability to update and revise existing client displays is a real timesaver. The publisher states time savings of up to 80% in creating complex displays. The pre-made blank grids allow the clinician to make up displays for many augmentative communication devices and computer input devices. Also, with some knowledge and effort, custom grids and symbol adaptations can be made. The flexibility and potential of the program are excellent — allowing clinicians to develop their

own symbols while creating worksheets, stories, etc., in addition to standard displays. However, the program does take some practice to realize its potential and flexibility. Some overlays must be pieced together (e.g., for expanded keyboards) and may be coloured as desired but, good-bye to manual to cut and paste.

Guide to Analysis of Language Transcripts
Kristine Rutherford Stickler

Cost: $25.00 (US)

Published by: Thinking Publications, EauClaire, WI 54702-0163

Reviewer: Phyllis Schneider, Dept. of Speech Pathology and Audiology, University of Alberta

This book is a response to the dearth of adequate procedures that provide a thorough description of children's productive language abilities. As the author points out, also scarce are formal procedures for analyzing communicative interaction and information on how to compare an individual child's language transcript to normative data.

This book is designed to provide "guidelines for identification of various aspects of language production, analysis of the developmental level of the identified structures, and interpretation of the results of these analyses." Strategies for synthesis of data as the foundation of remediation are discussed. It is intended for use in training undergraduate and graduate student clinicians in language analysis techniques as well as by clinicians for language assessment. It is recommended for use in the analysis of the language of children age 1 to 6 years, although some analyses have a more restricted age range (as noted in the text).

The book discusses existing transcription analysis procedures. Stickler points out that they focus on one or two areas of language production only, rather than a general picture of language activities. The majority of the book is devoted to an integrated set of analyses — semantic, syntactic, and pragmatic. Each analysis is described with examples and instructions on how to code them. Blank forms for transcription and coding are provided in the appendix.

The reader is encouraged to code sample transcriptions, and the author's coding of the samples is provided. The next step for each analysis is to compare the results with the normative data. The author reprints tables of results from original studies and compares these to tables from replication studies. Sometimes she provides alternative ways of analyzing the same results to make studies by different authors comparable.

Besides the analyses themselves, the author provides a good discussion of how to obtain a language sample, for example, conversation partners, settings, materials, sample size, recording, avoidance of excessive questioning, and specific guidelines for interaction during sample collection. The author stresses the necessity of obtaining several samples and that conclusions drawn from any analysis must be considered as hypotheses.

The strength of this book is in the practice provided in coding. Unfortunately, it should be noted that there are miscodings and miscalculations in the author's "correct" coding of sample transcripts. Students should be alerted to these inconsistencies when they are checking their own coding.

For the more difficult-to-code systems, the author leads the reader through decisions, from easy examples to difficult ones, explaining why each choice was made. Much more information on scoring is provided than in any other book or computer program currently available — certainly much more than in the original works in which these systems were reported. I found that I had some disagreements with coding choices made by the author, but the only reason I was able to quibble with her choices was because so much more information was given about coding decisions than in other descriptions of coding systems. The reader who takes the time to go through the samples and compare his or her results with the author's coding will have a solid understanding of the system.

The author provides a valuable service by guiding the user through the process of interpretation of research results. Unfortunately the author can only provide what limited normative data exists to date and cautions about over interpretation of research results. This book would be a valuable book for training students in language analyses techniques as well as for conducting analyses in the clinic.

Interpersonal Communication: Concepts, Components and Contents (Second Edition)
Judy Cornelia Pearson & Brian H. Spitzberg

Cost: $24.88 - $26.88 (US)

Published by: Wm. C. Brown Publishers

Reviewer: Julianne Labreche, Dept. of Communication Disorders, The Rehabilitation Centre, Ottawa, Ontario

This is the second edition of a text originally published as *Interpersonal Communication: Clarity, Confidence and Concern.* The authors, both teachers of an introductory interper-

sonal communication course, have also published a detailed Instructor's Manual intended for use with this textbook.

The purpose of this book is to analyze the complex array · of human interactions in our daily lives and to recommend ways to improve our interpersonal communication competence. Communication is so commonplace, the authors state, that it is often taken for granted. Yet strong interpersonal communication skills are largely responsible for satisfying relationships within both our home and our community, and therefore need to be developed and nurtured.

The basic premise is that interpersonal communication consists of a set of behaviours that can be systematically examined and learned. Contrary to critics who would argue that these skills are ingrained and inflexible, the authors assume that through study and practice personality traits can be altered and interpersonal communication competence can be increased.

The text of 414 pages consists of three major sections. The first section (three chapters) deals with basic definitions and concepts involving interpersonal communication. We learn that interpersonal communication involves a set of multiple and complex relationships, sometimes interconnected, and that these relationships oftentimes progress through a regular series of stages or sequences. Sometimes, strong attachments and stability are formed. More frequently, relationships simply deteriorate and die for a variety of reasons.

Section two (eight chapters) examines skills that can enhance communicative competence. These include: verbal expressiveness and nonverbal communication, self disclosure and assertiveness, active listening, empathy, understanding the nature of communication rules, and the need for conversational "coordination" or turn taking. Throughout this section, and others, practical exercises, examples, and discussion topics are provided to assist the reader in understanding key concerns.

Part three covers three contexts in which skills, acquired in previous chapters, can be applied. The first context involves relationships that are "casual, nonintimate, and non-romantic." These include communication with strangers, acquaintances, and friends. Next, the context of communication within intimate relationships is examined and some of the characteristics of this communication intensified. Third, communication dynamics within family structures are explored. Finally, interpersonal communication within the interview context is examined.

Overall the text is academic in nature. Dialogue, cartoons, photographs, and excerpts from songs and poems add a populist touch and enliven the material.

This analytical book is thorough and well researched. It is probably best suited to discussion within the classroom environment. It may also serve as a useful resource when working with clients or patients with poorly developed interpersonal skills. Finally, it may serve as a helpful guide for speech-language pathologists seeking to improve the quality of their own interactions with patients, employers, co-workers, friends, and family.

Theoretical and Practical Phonetics
Henry Rogers

Cost: $26.95

Published by: Copp Clark Pittman Ltd., Toronto

Reviewer: James C. McNutt, School of Human Communication Disorders, McGill University

The author states that this book has a dual goal: that you acquire a thorough grounding in the theory of phonetics, and that you develop the practical ability to use that theoretical knowledge." The book is intended for the Canadian reader and for students of linguistics, speech-language pathology and audiology, and for those studying another language.

This book is easy to read and well written. It is organized into four sections. The first section includes 7 chapters covering the Basic Sounds of English, English Consonants, English Vowels, English Suprasegementals, English Dialect Differences, and The Sounds of French. The second section (Acoustic Phonetics and Distinctive Features) includes sections on Sound Waves, Spectra, and Resonance, and the Acoustics of English Sounds and Features. The third section (General Phonetics) includes sections Vowels and Semivowels, Place of Articulation, Phonation, Airstream Mechanisms, Syllables and Suprasegmentals, and Hearing and Perception. Appendices include information on English Consonantal Allophones, a Glossary, Calligraphy, Chomsky-Halle Features, and Phonetic Charts.

This book covers a variety of areas which are not generally included in one introductory textbook in phonetics. Because of this, the scope of some of the areas are limited, although well presented. This is an attempt to relate motor phonetics, acoustic phonetics, and perceptual phonetics. This is one strength of the text, it integrates the theory and information from a number of viewpoints.

I certainly agree with the author that, "In speech pathology and audiology, phonetics is crucial." However, from my viewpoint as a speech-language pathologist, I found nothing specific in the text related to phonological problems. I was

pleased to see a section on Quebéc French and found the general descriptions of the sounds of French to be inappropriate. As there are no citations in the text, it was not possible to determine the relative value of some of the information. There is no information about the author, his background, or previous work. The exercises at the end of each chapter are divided into basic and advanced and are excellent for developing and reviewing information in the chapter.

This is a well written text which includes some information on Canadian dialects not generally included in phonetics texts. For speech-language pathologists and audiologists in Canada, the information would present a good background or supplement of non-clinical phonetics.