

part process? Why not have the reviewer suggest or question or criticize and have the proposer respond and then have a decision. Occasionally, large requests go through such a process, "the best and final offer." Some variation on the current procedure might both help us to figure out what it is and might even increase the teaching function - both teaching the reviewers and teaching the proposers.

#### Conclusion

Our conclusion is simple: the problem with funding and with this particular event is a part of our general problem of how to do science and how to insure that diversity survives in a central enough way that change will represent progress.

We need to know what the propose-review-decide-reconsider process is and what procedures could be experimented with to render it more successful. No

#### References

Cole, M. (Ed.). (1983, January). The individual and the social world [Special issue]. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 5(1).

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"Correct understanding of reality is impossible without a certain element of representation, without a stepping-back from reality, from those direct, concrete, unitary impressions by which reality is represented in the elementary acts of our cognition."

L.S. Vygotzky (p. 453)

Vygotzky, L.S. *Collected works* (Vol. 2). Moscow, 1982.

## ANNOTATED BIBLIOGRAPHIES

**Goodwin, Charles.** *Conversational Organization: Interaction Between Speakers and Hearers.* New York: Academic Press, 1981.

Despite criticism by those who study language in social interaction, most linguists are still very skeptical of the use of conversational data for linguistic analysis and prefer to engage in abstract speculation about the acceptability of utterances "out of context." Most importantly, many linguists still think of an "error" as something accidental, which happens because of memory limitations or difficulties in encoding information in real life situations. If forced to use a transcript of natural conversation, many linguists would tend to discard apparent errors, interruptions, false starts, and pauses.

Given these assumptions, it is not surprising that very little research has been done, within linguistics, on natural speech. The same assumptions, however, are not shared by those sociologists who, inspired by the work of the late Harvey Sacks, have been interested in the study of conversation. The work of conversational analysts breaks with many conventional ways of looking at speech and points to systematic aspects of language use that cannot be ignored by those researchers who are

interested in verbal communication.

In this tradition, Goodwin's book makes some important statements on the organization and management of "errors" in conversation. Based on 55 hours of audio-visual recording of natural conversational interaction, this monograph offers a detailed discussion of the ways in which some "errors" are socially constructed as important elements of verbal interaction. To understand this, we must first realize the importance for a speaker not only to produce intelligible utterances, but also to have an audience. According to Goodwin's analysis, repair mechanisms are used by conversationalists to attract the attention of a particular hearer or to shape the current utterance in such a way that it could be made relevant and understandable for a new recipient (if the originally chosen one is not attending to the talk). Some of these "repair mechanisms" are in fact "errors," restarts, interruptions in the middle of a word, or pauses in the middle of an utterance. By using transcripts of conversational interaction which include information on participants' eye-gaze, Goodwin is able to show that "recipients have the ability to attend to restarts with precision, and that speakers in fact expect recipients to do this and systematically organize their

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talk with reference to such an ability by, for example,  
not only repeating the phrasal break, but also treating  
the recipient's failure to move after the initial phrasal  
break as the noticeable absence of relevant action." (p.  
64)

Goodwin's work is also important for those who are  
interested in speech act theory. His discussion of a  
short sequence during a conversation in which three  
participants are teaching a fourth one how to play bridge  
makes a strong argument in favor of multifunctionality  
of single propositions. Goodwin shows that the illocu-  
tionary force of an utterance as projected by the  
speaker's words and intonation can change in the course  
of the utterance itself. Thus, an original offer of infor-  
mation to someone who does not know the rules of  
bridge is changed into a request for verification for  
someone who instead knows how to play. More impor-  
tantly, the same sequence also shows that while  
reorienting her utterance to make it suitable for a new  
recipient, the speaker is also able to maintain the  
relevance of her talk for the original addressee:

"It is thus inadequate to talk simply of this utterance as  
having an addressee: . . . [it] provides for the participa-  
tion, not just of multiple recipients, but of recipients  
who differ from each other significantly in ways relevant  
to the talk in progress." (p. 152)

This monograph is clear and well written. The long  
introduction (pp. 1-54) provides an interesting synopsis  
of prior studies of natural speech, in addition to a useful  
discussion of the transcription conventions. These and  
other features make Goodwin's book inviting for those  
who are not familiar with conversation analysis as well  
as for the old fans.

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**Barnhardt, Carol.** "Let your fingers do the talking."  
*Computer communication in an Alaskan rural school.*  
Report of a case study for the National Institute of Edu-  
cation (Contract NIE-P-82-0082).

During the school year 1982-83, members of the  
Laboratory of Comparative Human Cognition together  
with members of the Center for Cross-Cultural Studies  
at the University of Alaska coordinated an unusual  
experiment in cross-cultural communication. Students

that integrates high technology tools into an age-old  
hunting and fishing culture. The relevance of this  
experiment is raised early in the paper: ". . . computers  
provide the potential for an interface between the old  
and the new."

Barnhardt then profiles the impact of the computer  
communications network on four teachers and the prin-  
cipal of a school in Wainwright. These teachers'  
interest in computers spanned the spectrum from "com-  
puter enthusiast" to "mildly interested." The impact of  
such networks on rural education is also examined in  
the context of Wainwright.

Barnhardt argues that "Computer communication is  
indeed a powerful tool, BUT it can be powerfully good  
or powerfully bad." Issues of the reactions of teachers  
and administrators to change, challenges to existing  
power relations, and the necessity for changes in  
people's concepts of schools, teaching and learning all  
were found to be constraints on the use of this new  
instructional medium. Although she points to the  
potential for an "accumulation of power at the central  
level," Barnhardt concludes that computers "can and will  
continue to be, a useful tool for decentralization." The  
report closes with a challenge: "We are at a crossroad in  
the process of developing educational networks, and we  
need to be certain that the networks we develop will  
help to enrich and diversify the schooling process rather  
than limit and control it."

## References

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of students writing together. *The Quarterly Newsletter of the  
Laboratory of Comparative Human Cognition*, 5(3), 59-67.

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**Hale, Janice E.** (1982). *Black children: Their roots,  
culture and learning styles.* Provo, Utah: Brigham  
Young University Press, pp. 191.

This book examines the cultural experience of black  
children and discusses its effects on thinking, learning  
and school performance. Hale's book contains what is  
perhaps the most comprehensive review of material  
related to the intellectual development and academic  
achievement of black children since Silverstein and