

Language Awareness: Readings for College Writers. Eds. Paul Eschholz, Alfred

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*Selection, Slanting, and Charged Language*

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*The more we learn about language and how it works, the more abundantly clear it becomes that our language shapes our perceptions of the world. Because most people have eyes to see, ears to hear, noses to smell, tongues to taste, and skins to feel, it seems as though our perceptions of reality should be pretty similar. We know, however, that this is not the case, and language, it seems, makes a big difference in how we perceive our world. In effect, language acts as a filter, heightening certain perceptions, dimming others, and totally voiding still others.*

*In the following selection from their book Understanding and Using Language (1972), Newman and Genevieve Birk discuss how we use words, especially the tremendous powers that slanted and charged language wields. As a writer, you will be particularly interested to learn just how important your choice of words is. After reading what the Birks have to say, you'll never read another editorial, watch another commercial, or listen to another politician in quite the same way.*

**WRITING TO DISCOVER:** Choose three different people and write a description of a person, an object, or an event from each of their perspectives. Consider how each would relate to the subject you chose, what details each would focus on, and the attitude each would have toward that subject.

**A. THE PRINCIPLE OF SELECTION**

*Before it is expressed in words, our knowledge, both inside and outside, is influenced by the principle of selection. What we know or observe depends on what we notice; that is, what we select, consciously or unconsciously, as worthy of notice or attention. As we observe, the principle of selection determines which facts we take in.*

Suppose, for example, that three people, a lumberjack, an artist, and a tree surgeon, are examining a large tree in the forest. Since the tree itself is a complicated object, the number of particulars or facts about it that one could observe would be very great indeed. Which of these facts a particular observer will notice will be a matter of selection, a selection that is determined by his interests and purposes. A lumberjack might be interested in the best way to cut the tree down, cut it up and transport it to the lumber mill. His interest would then determine his principle of selection in observing and thinking about the tree. The artist might consider painting a picture of the tree, and his purpose would furnish his principle of selection. The tree surgeon's professional interest in the



physical health of the tree might establish a principle of selection for him. If each man were now required to write an exhaustive, detailed report on every thing he observed about the tree, the facts supplied by each would differ, for each would report those facts that his particular principle of selection led him to notice.<sup>1</sup>

The principle of selection holds not only for the specific facts that people observe but also for the facts they remember. A student suddenly embarrassed may remember nothing of the next ten minutes of class discussion but may have a vivid recollection of the sensation of the blood mounting, as he blushed, up his face and into his ears. In both noticing and remembering, the principle of selection applies, and it is influenced not only by our special interest and point of view but by our whole mental state of the moment.

The principle of selection then serves as a kind of sieve or screen through which our knowledge passes before it becomes our knowledge. Since we can't notice everything about a complicated object or situation or action or state of our own consciousness, what we do notice is determined by whatever principle of selection is operating for us at the time we gain the knowledge.

It is important to remember that what is true of the way the principle of selection works for us is true also for the way it works for others. Even before we or other people put knowledge into words to express meaning, that knowledge has been screened or selected. Before an historian or an economist writes a book, or before a reporter writes a news article, the facts that each is to present have been sifted through the screen of a principle of selection. Before one person passes on knowledge to another, that knowledge has already been selected and shaped, intentionally or unintentionally, by the mind of the communicator.

## B. THE PRINCIPLE OF SLANTING

When we put our knowledge into words, a second process of selection, the process of slanting, takes place. Just as there is something, a rather mysterious principle of selection, which chooses for us what we will notice, and what will then become our knowledge, there is also a principle which operates, with or without our awareness, to select certain facts and feelings from our store of knowledge, and to choose the words and emphasis that we shall use to communicate our

1. Of course, all three observers would probably report a good many facts in common — the height of the tree, for example, and the size of the trunk. The point we wish to make is that each observer would give us a different impression of the tree because of the different principle of selection that guided his observation.

meaning.<sup>2</sup> Slanting may be defined as the process of selecting (1) knowledge — factual and attitudinal; (2) words; and (3) emphasis, to achieve the intention of the communicator. Slanting is present in some degree in all communication: one may *slant for* (favorable slanting), *slant against* (unfavorable slanting), or *slant both ways* (balanced slanting). . . .

## C. SLANTING BY USE OF EMPHASIS

Slanting by use of the devices of emphasis is unavoidable,<sup>3</sup> for emphasis is simply the giving of stress to subject matter, and so indicating what is important and what is less important. In speech, for example, if we say that Socrates was *a wise old man*, we can give several slightly different meanings, one by stressing *wise*, another by stressing *old*, another by giving equal stress to *wise* and *old*, and still another by giving chief stress to *man*. Each different stress gives a different slant (favorable or unfavorable or balanced) to the statement because it conveys a different attitude toward Socrates or a different judgment of him. Connectives and word order also slant by the emphasis they give: consider the difference in slanting or emphasis produced by *old but wise*, *old and wise*, *wise but old*. In writing, we cannot indicate subtle stresses on words as clearly as in speech, but we can achieve our emphasis and so can slant by the use of more complex patterns of word order, by choice of connectives, by underlining heavily stressed words, and by marks of punctuation that indicate short or long pauses and so give light or heavy emphasis. Question marks, quotation marks, and exclamation points can also contribute to slanting.<sup>4</sup> It is impossible either in speech or in writing to put two facts together without giving some slight emphasis or slant. For example, if we have in mind only two facts about a man, his awkwardness and his strength, we subtly slant those facts favorably or unfavorably in whatever way we may choose to join them.

### More Favorable Slanting

He is awkward and strong.

He is awkward but strong.

Although he is somewhat awkward, he is very strong.

### Less Favorable Slanting

He is strong and awkward.

He is strong but awkward.

He may be strong, but he's very awkward.

2. Notice that the "principle of selection" is at work as *we take in* knowledge, and that slanting occurs *as we express* our knowledge in words.

3. When emphasis is present — and we can think of no instance in the use of language in which it is not — it necessarily influences the meaning by playing a part in the favorable, unfavorable, or balanced slant of the communicator. We are likely to emphasize by voice stress, even when we answer *yes* or *no* to simple questions.

4. Consider the slanting achieved by punctuation in the following sentences: He called the Senator an honest man? He called the Senator an honest man? He called the Senator an honest man! He said one more such "honest" senator would corrupt the state.



With more facts and in longer passages it is possible to maintain a delicate balance by alternating favorable emphasis and so producing a balanced effect.

All communication, then, is in some degree slanted by the *emphasis* of the communicator.

## D. SLANTING BY SELECTION OF FACTS

To illustrate the technique of slanting by selection of facts, we shall examine three passages of informative writing which achieve different effects simply by the selection and emphasis of material. Each passage is made up of true statements or facts about a dog, yet the reader is given three different impressions. The first passage is an example of objective writing or balanced slanting, the second is slanted unfavorably, and the third is slanted favorably.

### 1. Balanced Presentation

Our dog, Toddy, sold to us as a cocker, produces various reactions in various people. Those who come to the back door she usually growls and barks at (a milkman has said that he is afraid of her); those who come to the front door, she whines at and paws; also she tries to lick people's faces unless we have forestalled her by putting a newspaper in her mouth. (Some of our friends encourage these actions; others discourage them. Mrs. Firmly, one friend, slaps the dog with a newspaper and says, "I know how hard dogs are to train.") Toddy knows and responds to a number of words and phrases, and guests sometimes remark that she is a "very intelligent dog." She has fleas in the summer, and she sheds, at times copiously, the year round. Her blonde hairs are conspicuous when they are on people's clothing or on rugs or furniture. Her color and her large brown eyes frequently produce favorable comment. An expert on cockers would say that her ears are too short and set too high and that she is at least six pounds too heavy.

The passage above is made up of facts, verifiable facts,<sup>5</sup> deliberately selected and emphasized to produce a *balanced* impression. Of course not all the facts about the dog have been given — to supply *all* the facts on any subject, even such a comparatively simple one, would be an almost impossible task. Both favorable and unfavorable facts are used, however, and an effort has been made to alternate favorable and unfavorable details

5. *Verifiable facts* are facts that can be checked and agreed upon and proved to be true by people who wish to verify them. That a particular theme received a failing grade is a verifiable fact; one needs merely to see the theme with the grade on it. That the instructor should have failed the theme is not, strictly speaking, a verifiable fact, but a matter of opinion. That women on the average live longer than men is a verifiable fact; that they live better is a matter of opinion, a *value judgment*.

so that neither will receive greater emphasis by position, proportion, or grammatical structure.

### 2. Facts Slanted Against

That dog put her paws on my white dress as soon as I came in the door, and she made so much noise that it was two minutes before she had quieted down enough for us to talk and hear each other. Then the gas man came and she did a great deal of barking. And her hairs are on the rug and on the furniture. If you wear a dark dress they stick to it like lint. When Mrs. Firmly came in, she actually hit the dog with a newspaper to make it stay down, and she made some remark about training dogs. I wish the Birks would take the hint or get rid of that noisy, short-eared, overweight "cocker" of theirs.

This unfavorably slanted version is based on the same facts, but now these facts have been selected and given a new emphasis. The speaker, using her selected facts to give her impression of the dog, is quite possibly unaware of her negative slanting.

Now for a favorably slanted version:

### 3. Facts Slanted For

What a lively and responsible dog! When I walked in the door, there she was with a newspaper in her mouth, whining and standing on her hind legs and wagging her tail all at the same time. And what an intelligent dog. If you suggest going for a walk, she will get her collar from the kitchen and hand it to you, and she brings Mrs. Birk's slippers whenever Mrs. Birk says she is "tired" or mentions slippers. At a command she catches balls, rolls over, "speaks," or stands on her hind feet and twirls around. She sits up and balances a piece of bread on her nose until she is told to take it; then she tosses it up and catches it. If you are eating something, she sits up in front of you and "begs" with those big dark brown eyes set in that light, buff-colored face of hers. When I got up to go and told her I was leaving, she rolled her eyes at me and sat up like a squirrel. She certainly is a lively and intelligent dog.

Speaker 3, like Speaker 2, is selecting from the "facts" summarized in balanced version 1, and is emphasizing his facts to communicate his impression.

All three passages are examples of *reporting* (i.e., consist only of verifiable facts), yet they give three very different impressions of the same dog because of the different ways the speakers slanted the facts. Some people say that figures don't lie, and many people believe that if they have the "facts," they have the "truth." Yet if we carefully examine the ways of thought and language, we see that any knowledge that comes to us through words has been subjected to the double screening of the principle of selection and the slanting of language. . . .



Wise listeners and readers realize that the double screening that is produced by the principle of selection and by slanting takes place even when people honestly try to report the facts as they know them. (Speakers 2 and 3, for instance, probably thought of themselves as simply giving information about a dog and were not deliberately trying to mislead.) Wise listeners and readers know too that deliberate manipulators of language, by mere selection and emphasis, can make their slanted facts appear to support almost any cause.

In arriving at opinions and values we cannot always be sure that the facts that sift into our minds through language are representative and relevant and true. We need to remember that much of our information about politics, governmental activities, business conditions, and foreign affairs comes to us selected and slanted. More than we realize, our opinions on these matters may depend on what newspaper we read or what news commentator we listen to. Worthwhile opinions call for knowledge of reliable facts and reasonable arguments for and against — and such opinions include beliefs about morality and truth and religion as well as about public affairs. Because complex subjects involve knowing and dealing with many facts on both sides, reliable judgments are at best difficult to arrive at. If we want to be fairminded, we must be willing to subject our opinions to continual testing by new knowledge, and must realize that after all they *are* opinions, more or less trustworthy. Their trustworthiness will depend on the representativeness of our facts, on the quality of our reasoning, and on the standard of values that we choose to apply.

We shall not give here a passage illustrating the unscrupulous slanting of facts. Such a passage would also include irrelevant facts and false statements presented as facts, along with various subtle distortions of fact. Yet to the uninformed reader the passage would be indistinguishable from a passage intended to give a fair account. If two passages (2 and 3) of casual and unintentional slanting of facts about a dog can give such contradictory impressions of a simple subject, the reader can imagine what a skilled and designing manipulation of facts and statistics could do to mislead an uninformed reader about a really complex subject. An example of such manipulation might be the account of the United States that Soviet propaganda has supplied to the average Russian. Such propaganda, however, would go beyond the mere slanting of the facts: it would clothe the selected facts in charged words and would make use of the many other devices of slanting that appear in charged language.

### E. SLANTING BY USE OF CHARGED WORDS

In the passages describing the dog Toddy, we were illustrating the technique of slanting by the selection and emphasis of facts. Though the

facts selected had to be expressed in words, the words chosen were as factual as possible, and it was the selection and emphasis of facts and not of words that was mainly responsible for the two distinctly different impressions of the dog. In the passages below we are demonstrating another way of slanting — by the use of charged words. This time the accounts are very similar in the facts they contain; the different impressions of the subject, Corlyn, are produced not by different facts but by the subtle selection of charged words.

The passages were written by a clever student who was told to choose as his subject a person in action, and to write two descriptions, each using the “same facts.” The instructions required that one description be slanted positively and the other negatively, so that the first would make the reader favorably inclined toward the person and the action, and the second would make him unfavorably inclined.

Here is the favorably charged description. Read it carefully and form your opinion of the person before you go on to read the second description.

#### Corlyn

Corlyn paused at the entrance to the room and glanced about. A well-cut black dress draped subtly about her slender form. Her long blonde hair gave her chiseled features the simple frame they required. She smiled an engaging smile as she accepted a cigarette from her escort. As he lit it for her she looked over the flame and into his eyes. Corlyn had that rare talent of making every male feel that he was the only man in the world.

She took his arm and they descended the steps into the room. She walked with an effortless grace and spoke with equal ease. They each took a cup of coffee and joined a group of friends near the fire. The flickering light danced across her face and lent an ethereal quality to her beauty. The good conversation, the crackling logs, and the stimulating coffee gave her a feeling of internal warmth. Her eyes danced with each leap of the flames.

Taken by itself this passage might seem just a description of an attractive girl. The favorable slanting by use of charged words has been done so skillfully that it is inconspicuous. Now we turn to the unfavorable slanted description of the “same” girl in the “same” actions:

#### Corlyn

Corlyn halted at the entrance to the room and looked around. A plain black dress hung on her thin frame. Her stringy bleached hair accentuated her harsh features. She smiled an inane smile as she took a cigarette from her escort. As he lit it for her she stared over the lighter and into his eyes. Corlyn had a habit of making every male feel that he was the last man on earth.



She grasped his arm and they walked down the steps and into the room. Her pace was fast and ungainly, as was her speed. They each reached for some coffee and broke into a group of acquaintances near the fire. The flickering light played across her face and revealed every flaw. The loud talk, the fire, and the coffee she had gulped down made her feel hot. Her eyes grew more red with each leap of the flames.

When the reader compares these two descriptions, he can see how charged words influence the reader's attitude. One needs to read the two descriptions several times to appreciate all the subtle differences between them. Words, some rather heavily charged, others innocent-looking but lightly charged, work together to carry to the reader a judgment of a person and a situation. If the reader had seen only the first description of Corlyn, he might well have thought that he had formed his "own judgment on the basis of the facts." And the examples just given only begin to suggest the techniques that may be used in heavily charged language. For one thing, the two descriptions of Corlyn contain no really good example of the use of charged abstractions; for another, the writer was obliged by the assignment to use the same set of facts and so could not slant by selecting his material.

## F. SLANTING AND CHARGED LANGUAGE

... When slanting of facts, or words, or emphasis, or any combination of the three *significantly influences* feelings toward, or judgments about, a subject, the language used is charged language. . . .

Of course communications vary in the amount of charge they carry and in their effect on different people; what is very favorably charged for one person may have little or no charge, or may even be adversely charged, for others. It is sometimes hard to distinguish between charged and uncharged expression. But it is safe to say that whenever we wish to convey any kind of inner knowledge — feelings, attitudes, judgments, values — we are obliged to convey that attitudinal meaning through the medium of charged language; and when we wish to understand the inside knowledge of others, we have to interpret the charged language that they choose, or are obliged to use. Charged language, then, is the natural and necessary medium for the communication of charged or attitudinal meaning. At times we have difficulty in living with it, but we should have even greater difficulty in living without it.

Some of the difficulties in living with charged language are caused by its use in dishonest propaganda, in some editorials, in many political speeches, in most advertising, in certain kinds of effusive salesmanship, and in blatantly insincere, or exaggerated, or sentimental expressions of emotion. Other difficulties are caused by the misunderstandings and

misinterpretations that charged language produces. A charged phrase misinterpreted in a love letter; a charged word spoken in haste or in anger; an acrimonious argument about religion or politics or athletics or fraternities; the frustrating uncertainty produced by the effort to understand the complex attitudinal meaning in a poem or play or a short story — these troubles, all growing out of the use of charged language, may give us the feeling that Robert Louis Stevenson expressed when he said, "The battle goes sore against us to the going down of the sun."

But however charged language is abused and whatever misunderstandings it may cause, we still have to live with it — and even by it. It shapes our attitudes and values even without our conscious knowledge; it gives purpose to, and guides, our actions; through it we establish and maintain relations with other people and by means of it we exert our greatest influence on them. Without charged language, life would be but half life. The relatively uncharged language of bare factual statement, though it serves its informative purpose well and is much less open to abuse and to misunderstanding, can describe only the bare land of factual knowledge; to communicate knowledge of the turbulencies and the calms and the deep currents of the sea of inner experience we must use charged language.

## FOCUSING ON CONTENT

1. What is the principle of selection, and how does it work?
2. According to the Birks, how is slanting different from the principle of selection? What devices can a speaker or writer use to slant knowledge? When is it appropriate, if at all, to slant language?
3. What exactly are charged words? Demonstrate your understanding of charged language by picking some examples from the two descriptions of Corlyn.
4. Why is it important for writers and others to be aware of charged words? What can happen if you use charged language unknowingly? What are some of the difficulties in living in a world with charged language?

## FOCUSING ON WRITING

1. What is the Birks's purpose in this essay? (Glossary: *Purpose*) Do they seem more intent on explaining or on arguing their position? Point to specific language that they use that led you to your conclusion. (Glossary: *Diction*)
2. Do you find the examples about Toddy the dog and Corlyn particularly helpful? (Glossary: *Examples*) Why or why not? What would have been lost, if anything, had the examples not been included?