

she has students write a quick autobiographical paragraph to introduce themselves to one another at the beginning of the class. They save the paragraph to rewrite at a later point, in Charles Dickens' style (voice) as well as in J.D. Salinger's. I'll try my own version of her sequence next fall.

With all of the media attention to the cyber community, two essays connected to voice in that context are timely. In "The Virtual Voice of Network Culture," Mark Zamierowski talks about voice on e-mail networks, describing the function of flammers and the effects of the virtual community on voice. In another e-mail connection, Yancey and Michael Spooner dialogue about this essay collection over e-mail, their dialogue reprinted as a summary article.

The essays on East Asian, Native American, and Deaf communities were also instructive, reminding us not to assume that all of the voices in a community are the same. Yet they also remind us to listen to the voice of many varieties of students with care.

This essay collection includes familiar voices as well as new ones, offering some rarely heard perspectives on the subject. The book also includes an extensive bibliography on voice, compiled and annotated by Peter Elbow and Yancey. We and our libraries should own this book.

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Expanding the Boundaries

Review of Crossing the Mainstream: Multicultural Perspectives in Teaching

Literature. Eileen Iscoff Oliver. Urbana, IL: NCTE, 1994. 235 pages. Paper, \$14.95 (members).

When I saw the request for a reviewer for Crossing the Mainstream, I gathered up my courage and offered my assistance. The motivation was simple; I had just been assigned the task of accumulating information on teaching Asian-American literature, and the short summary announced "comprehensive bibliographies of African American, Asian American, Jewish, Latino, Native American and cross-cultural literatures as well as of literature addressing emotional, mental and physical disabilities, homelessness, homosexuality, older adults, teenage suicide, and Vietnam veterans." Upon receiving my copy, I was delighted that Oliver has done so much more than provide bibliographies and a rationale. She has given me a practical Multicultural handbook, yet another research tool for ferreting out facts and resources efficiently, as well as tales of in-the-trenches experiences both to amuse and inspire.

Oliver has taught twenty-five years in high schools, community colleges, correctional facilities and universities in various states. This experience has provided her with rich anecdotes as well as with a concern that we teach what is relevant to students; much of that is not in the mainstream canon. She provides relevant stories of her first efforts to teach "ethnic" literature, and I particularly enjoyed reading about her 1990 experiences teaching at St. Cloud State University.

She encourages us to stretch our knowledge of what's available and teach literature with which students connect. Her concern is that if students are not motivated by the literature, they won't read. Having been there, watching students refuse to read curricular-

mandated materials, I agree with the author that "We cannot perform miracles but--given the expertise and the commitment--we can make a difference" (220). The safest route is often not the most successful, and she chides us to try, to nudge ourselves, to challenge both ourselves and students in our care. Her firm belief that they are our responsibility, that we must "open the gate and let everybody in" does not always encourage politically safe choices. For those of us (all of us?) who possess inadequate time, money and knowledge in this area, she says,

... by the time I become an expert in all of these area [of diverse literatures], I will be retired. I have decided I must begin somewhere . . . Perhaps what I lack in formal background, I can compensate for somewhat with experience and enthusiasm. After all, isn't that what we English teachers do best? (134) Her book, then, is her attempt to save us that time providing a well thought out, experience-driven rationale, curricular challenges, and teaching strategies for Multicultural literature.

Chapter 10, "The Right Rules for the Right Game: Critical Analysis of Multiethnic Literature," is ambitious. Yet she begins with her disclaimer as "a rank beginner in the search for understanding literatures in the United States." As many of use are just beginning as well, we can learn from her insights. She addresses terminology, suggesting that "the whole notion of separateness may become obsolete," and admonishes us to move beyond the Eurocentric models of literature we have been educated with and continue to teach. Oliver delineates criteria for evaluation of various literary traditions in a concise, clear manner.

Because I was searching for material on Asian American literature, I

picked that topic to explore. Chapter 10 contains extensive information, with emphasis on Chinese American and Japanese American literature: "Historical Development of the Literature," "Barriers to Inclusion," "Popularity versus Authenticity," "Filiative and Affiliative Textualization," and "Common Themes" (150-157). In addition, Oliver includes a six-page bibliography on General, Cambodian, Chinese, Filipino, Hmong, Indian, Japanese, Korean, and Vietnamese literatures (90-96).

I kept discovering more material on Asian Americans, such as a comment in another chapter on the diversity of Asian Americans and, in Chapter 12, "Approaches to Teaching Multicultural Literature," sections on chronological, thematic, and genre structures. In the chapter on multidisciplinary approaches, a list on "Teaching Literature through Music" did not include Asian American examples but did include several other groups. An index would help, as I hope I have exhausted my search but am not sure that I have.

This book is rich in anecdotes, practical suggestions, and general information about various cultures. I will use it next year in teaching, and know I will share much of its information with my students.

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Delineating Tension between Theory and Classroom Practice

Review of The Language of Interpretation: Patterns of Discourse in