concerned with "workaday" prose, analyzing the blurring between fact and fiction in two popular advice books and two academic pieces. Concentrating on the "use of semi-fictionalized accounts of experience and events as evidence," Dillon shows how personal experience can be manipulated through literary devices for the purpose of persuasion in everyday prose. Peter Elbow sketches some suggestions for presenting voice as a "critical concept," affirming the ear as "probably our most trustworthy organ of discrimination in writing." Perhaps so, but only after the ear is well-read and well-trained.

In the third section, "Implications for Pedagogy," John Clifford leads off with an application of reader-response theory in the classroom to Loren Eiseley's "The Running Man," a chapter from his autobiography. John Schilb, in "Deconstructing Didion," makes a case for the use of poststructuralist rhetorical theory in composition classes, believing, as others do in this collection, that students should be introduced to theory, to terms that can be used in reading their own texts as well as literary texts. Pat Hoy believes in starting with the image in writing of experience, and Jim Corder, in "Hoping for Essays," presents an essay within an essay in fulfillment of this hope. Finally, Chris Anderson ("Error, Ambiguity, and the Peripheral: Teaching Lewis Thomas") finds that his use of Thomas' essays as models subverted his attempts to teach the term paper, for these essays "are an attack on the term paper." Thus Anderson came to distinguish between essay and article writing. His experience would seem to validate Klaus' definition of the essay.

"Literary Nonfiction" presents its readers with critical methodologies ranging from the Arnoldian to the Derridean, and it reminds us of the problem of classifying nonfictional texts. Taken as a whole, the book should encourage more serious critical attention not only to the essay, but also, as George Dillon hopes, "to texts with clear practical purposes," for in them literariness also abides.


Reviewed by Fred Reynolds, Old Dominion University

Advanced Placement English is one of those things we all should know more about. There are questions about AP that as composition specialists we are expected to help our departments answer. Should we grant college credit for AP courses? Should we waive first-year composition for AP students or, instead, place them in advanced courses? Should we train teachers in secondary pedagogy programs for possible AP teaching assignments? Should graduate assistants, adjuncts, and part-timers teaching students from AP
backgrounds be given special advice? Should we serve as AP graders for the Educational Testing Service (ETS), or make a political statement by declining their hospitalities and honoraria? *Advanced Placement English* has done us a tremendous service by raising these and other questions, by beginning a dialogue about the theory and pedagogy of AP.

Part I of this anthology of eleven essays, "The Theory and Politics of AP," offers four background chapters which warrant close reading. David Foster's opening "critique" warns that AP English may be largely at odds with current thinking by privileging product over process where composition is concerned and text over response where literature is concerned. Karen Spear and Gretchen Fletcher follow Foster by reporting results from a fascinating empirical study suggesting that AP students still very much need college-level composition and literature courses. James Vopat lifts what he believes to be a sinister veil on "the unspoken realities of AP English: money, parental pressures, the meaninglessness of the grading levels, the willingness to write anything to SCORE, and the devaluation of literature and writing." And Sylvia Holladay summarizes key questions which she believes "raise interwoven psychometric, educational, cultural, and political concerns" about the whole notion of AP English.

Part II, "The AP English Programs," begins with Diane Kanzler's overview of just how one goes about establishing and administering a high school AP program. Jan Guffin offers a detailed how-to for an AP literature course, explaining several student/teacher pitfalls in detail. Gary Olson and Elizabeth Metzger provide a similar how-to for an AP composition course, with special attention to constructing meaningful writing assignments. R.W. Reising and Benjamin Stewart offer advice on how to evaluate student work in AP courses. And John Iorio concludes by stressing the importance of teaching critical thinking skills instead of test-passing strategies.

Part III suggests two effective "Alternative Advanced Placement Programs." First, Marilyn Sternglass and Thomas Vander Ven describe Indiana's unfortunately-now-defunct collaborative high school/university English program wherein actual college courses are taught in high schools. Second, Bette Gaines and Rosanna Grassi describe "Project Advance," Syracuse's highly successful concurrent-enrollment program for gifted high school students.

*Advanced Placement English* 's appendices include sample AP exam questions and topics; and its 120-item bibliography itself justifies owning and reading the book. The anthology's sole—but I think worth noting—flaw is its failure (or inability?) to represent ETS's voice in the discussion. The Educational Testing Service takes a pretty severe beating from several of the participants in this book's dialogue. If our colleagues in Princeton were invited to participate, and chose not to, we should have been told. If they weren't invited, to my thinking they should have been. After all, one can meditate upon, but never quite hear, the sound of one hand clapping.