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GILBERT H. MULLER

The City University of New York
LaGuardia

The
McGraw-Hill
Reader

Second Edition

**THE
McGRAW-HILL
READER**

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The
McGraw-Hill
Reader

**To
Parisa and Darius
My favorite readers**

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Preface

The second edition of *The McGraw-Hill Reader*, which includes two new chapters on education and business and economics, presents classic and contemporary essays for today's college students. Addressing the growing national interest in core liberal arts programs, this text offers students and teachers a full range of prose models important to writing courses, reading sequences, and key undergraduate disciplines. All the selections, consisting of complete essays, chapters, and self-contained sections of chapters, have been selected for their significance, vitality, and technical precision. With its high caliber of material, its consistent humanistic emphases, and its clear organization, this text is lively, sophisticated, and eminently usable for college composition and reading programs.

The organization of *The McGraw-Hill Reader* is one of its most significant features. Composed of twelve chapters, each containing ten essays, the text moves from the personal to the global, embracing most modes of writing and most disciplines that college students encounter as undergraduates. Chapters 1 to 3 provide students with prose models largely of a personal, experiential, narrative, descriptive, or reflective nature—essays which enhance the acquisition of basic language skills. Following chapters cover core liberal arts disciplines, including education, the social sciences, business and economics, the humanities, and the sciences, and culminate in a final interdisciplinary chapter on civilization that is integral to the scope and method of *The McGraw-Hill Reader*. While reinforcing earlier

modes of writing presented in the text, these disciplinary chapters offer prose models that provide practice in techniques of analysis, criticism, argumentation, and persuasion. As an integrated text, *The McGraw-Hill Reader* seeks to reconcile expressive and abstract varieties of thought in order to treat the total reading and writing process. An alternate table of contents, listing seven carefully selected essays in each of twelve rhetorical categories, adds to the flexibility of the text.

A second distinct advantage of *The McGraw-Hill Reader*, perhaps the primary one for teachers who prefer to create their own approaches to composition and reading courses, is the wide range of material and the varied constituencies represented in the text. The 120 essays in this book have been selected carefully to embrace a rich international assortment of authors, to achieve balance among constituencies, to cover major historical periods, and to provide prose models and styles for class analysis, discussion, and imitation. The authors in this text—whether Plato or Maya Angelou, Swift or Ruth Benedict—have high visibility as writers and thinkers of value. Some of these authors are represented by two or three essays. All the authors, writing from such vantage points as literature, journalism, anthropology, sociology, art history, biology, and philosophy, presuppose that ideas exist in the world, that we should be alert to them, and that we should be able to deal with them in our own discourse. Because the selections extend from very simple essays to the most abstract and complex modes of prose, teachers and students will be able to use *The McGraw-Hill Reader* at virtually all levels of a program. Above all, teachers can develop their own sequence of essays that will contribute not only to their students' reading and writing proficiency, but also to growing intellectual power.

The third major strength of *The McGraw-Hill Reader* is the uniform apparatus that has been designed for every essay. While there is a temptation not to include apparatus for some essays, particularly shorter, less complex ones—a temptation some leading anthologies have given in to—the premise here is that much can be learned from any well-written essay, especially if the apparatus is systematic in design. For each selection in this text there is a brief introduction. After each essay, there are ten questions organized in a common format created to reinforce essential reading, writing, and oral communication skills. These questions are organized in the following manner: questions 1 and 2, comprehension; questions 3 and 4, language and style; questions 5 to 8, compositional techniques and rhetorical strategies; question 9, discussion and prewriting; question 10, applications to writing. All specialized terms used in the questions are defined for students in the complete Glossary of Terms at the end of the text. The integrated design of these questions makes

each essay—simple or complex, short or long, old or new—accessible to college students who possess mixed reading and writing abilities.

Supplementing *The McGraw-Hill Reader* is a comprehensive instructor's manual. Unlike many manuals, this one is a complete teacher's guide. *A Guide to the McGraw-Hill Reader* offers sample syllabi, well-considered strategies for teaching individual essays, sample rhetorical analyses, answers to questions, additional thought-provoking questions, comparative essay discussion formats, and tips for prewriting and guided writing activities. There is also a bibliography of criticism and research on the teaching of composition.

As teachers and students today, we might very well be inclined to agree with Dr. Johnson's definition of the essay as a "loose sally of the mind; an irregular, undigested piece; not a regular and orderly performance." There is, of course, an ideal essay lurking behind Johnson's whimsical definition. In this better sense of the essay, *The McGraw-Hill Reader* offers orderly performances. Here, there are regular prose models commensurate with our need and desire to read, write, and think well.

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The final design and content of *The McGraw-Hill Reader* reflects the expertise and advice offered by college teachers across the country who gave generously of their time when asked to respond to questionnaires submitted to them by McGraw-Hill sales representatives. These include: Howard Eitland, Boston College; Jack Williams, California State College, Stanislaus; John Gordon, Connecticut College; A. Harris Fairbanks, University of Connecticut; Scott Elledge, Cornell University; Bernard Beranek, G. F. Provost, Duquesne University; J. A. LaBashak, Edinboro State College; Robert Hogenson, Ferris State College; John McGrail, Fitchburg State College; James Fetler, Foothill College; Lynn Garrett, Louisiana State University; Gloria Conforti, Loyola University of Chicago; Florence Frank, University of Massachusetts; Robert L. Brown, University of Minnesota; Lee Nicholson, Modesto Junior College; Mary McHenry, Mount Holyoke College; Mary Wagoner, University of New Orleans; Linda Barlow, Walter Beale, Erika Lindemann, University of North Carolina;

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Gilbert H. Muller