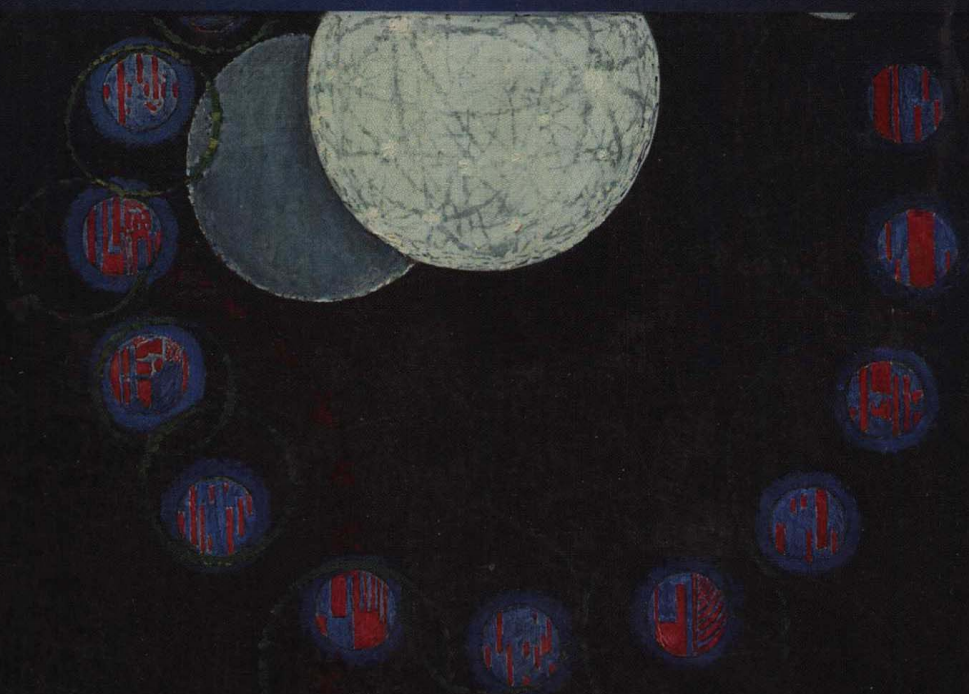


Wiener / Bazerman

# ALL OF US

A Multicultural  
Reading Skills  
Handbook

Second Edition



# ALL OF US

## *A Multicultural Reading Skills Handbook*

Second Edition

**Harvey S. Wiener**

Adelphi University

**Charles Bazerman**

Georgia Institute of Technology

**HOUGHTON MIFFLIN COMPANY** Boston Toronto  
Geneva, Illinois Palo Alto Princeton, New Jersey

*Senior Sponsoring Editor: Mary Jo Southern*  
*Senior Associate Editor: Melody Davies*  
*Senior Project Editor: Susan Westendorf*  
*Associate Production/Design Coordinator: Jennifer Waddell*  
*Senior Manufacturing Coordinator: Priscilla Bailey*  
*Marketing Manager: George Kane*

Cover design by Linda Manly Wade  
Cover image by KUPKA, Frantisek.  
*The First Step*. (1910–13?; dated on painting 1909).  
Oil on canvas, 32¾ × 51"  
The Museum of Modern Art, New York. Hillman Periodicals Fund.  
Photograph © 1994 The Museum of Modern Art, New York.

Acknowledgments begin on page 551.

**Copyright © 1995 by Houghton Mifflin Company. All rights reserved.**

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Houghton Mifflin Company unless such copying is expressly permitted by federal copyright law. Address inquiries to College Permissions, Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116-3764.

Printed in the U.S.A.

Student Edition ISBN: 0-395-68939-2

Instructor's Annotated Edition ISBN: 0-395-68940-6

456789-B-98

# Preface

Like its companion texts *Basic Reading Skills Handbook* and *Reading Skills Handbook*, *All of Us: A Multicultural Reading Skills Handbook* focuses on essential strategies for beginning college readers. These include literal comprehension skills, interpretation, evaluation and other critical thinking skills, and study skills. The text is divided into two main parts. The *Handbook* provides instruction in reading skills, integrated with more than 100 examples as well as practice exercises. The *Reading Selections* includes sixteen longer selections accompanied by exercises that are coordinated with and cross-referenced to the skills taught in the *Handbook*. Throughout the text, students will find questions that guide their understanding and interpretation of specific passages.

## A Unique Approach to Reading

---

What makes *All of Us* stand apart from other reading texts is its devotion to a curriculum of inclusion. Maintaining our attention to selections drawn from typical college reading matter across the curriculum, we tried to compile the richest and most ethnically diverse reading matter available. We wanted this book to reflect the unprecedented diversity of today's college classrooms. We also felt that if we filled our text with writing that trumpeted the voices, concerns, and experiences of an ethnically diverse America, we would strike deeply responsive chords in the lives of today's college reading students.

With these goals in mind, we chose the readings in the *Handbook* and the *Reading Selections'* examples and exercises from both ethnically diverse materials and challenging, content-rich readings typical of college course assignments. Sometimes these overlap. The material in Richard Schaefer's

piece on Native Americans, for example, is essential to any introductory sociology course. Hisaye Yamamoto's story about a young woman's experiences on a Los Angeles bus would suit an introductory literature or fiction writing course.

In other cases the materials stand side by side, complementing each other. In Chapter 1 of the *Handbook*, for example, we call upon these examples to illustrate reading aids to comprehension: a humanities text selection called "A Surging New Spirit: The Hispanic Influence on the American Cultural Mainstream"; text book excerpts concerning politics during World War II and the success of the Japanese in business; a text chapter called "A Brief Chronology of the Chinese in America"; an excerpt on "Ethics in Personal Selling" from a marketing text and one on "Alcohol and Society" from a health text; the contents page from *Business Enterprise in American History*; the introduction to *Mexican-American Authors*—and many others. Ethnically varied readings by a broad spectrum of writers, wide-ranging topics of interest to a pluralistic audience, challenging college texts—all of these elements fortify both the interest level and instructional potential for *All of Us*.

## Focus on Critical Thinking

---

Critical thinking is a major focus in this textbook. There is a full unit devoted to interpretive and evaluative skills, with chapters on inference, figurative language, drawing conclusions and predicting outcomes, making generalizations, and judging writers' ideas. The final chapter in this unit contains special instruction on how to make connections among readings and between readings and other experiences and on how to use collaboration to enhance learning. Because writing is a highly effective tool for expressing and strengthening these cognitive skills, we have included challenging writing exercises throughout the text.

- "Critical Thinking in Writing" exercises that follow each of the *Reading Selections* as well as many readings in the *Handbook* stimulate interaction between the reader and ideas expressed in the selection.
- "Connecting Ideas" exercises following each of the *Reading Selections* ask students to make connections among readings in the text and to draw upon their own experiences.

## Instructional Features

---

In this book, students read a careful explanation of a specific skill, followed by an analysis of how that skill applies to a particular passage. They then have a chance to test their mastery of that skill through the many exercises designed for practice and review. This step-by-step approach allows students to progress from simple to more complex skills with confidence.

To address the needs of college reading students, we included a number of other important pedagogical features:

- explanations of basic skills in clear, easy-to-understand language
- more than 120 ethnically diverse and challenging reading selections from many sources, including magazines, how-to books, advertisements, and newspapers, as well as textbooks and other academic material.
- comprehensive questions designed to enrich understanding and appreciation of selections while reinforcing key skills
- questions in the *Reading Selections* keyed to appropriate sections in the *Handbook*; if students have difficulty answering a question, they easily can find and review the material that covers that particular skill. For example, a (6) after a question means that a review of Chapter 6, "Making Inferences," will help the student recall the techniques readers use to infer important information from the text
- engaging photographs, tables, charts, graphs, cartoons, and crossword puzzles to stimulate and maintain student interest in visual aids
- sustained attention to the use of context clues
- chapters on literal comprehension, including reading aids, reading for the main idea, reading for information, and recognizing paragraph patterns
- a unit on the basic study skills—underlining, note-taking, outlining, summarizing, and taking exams
- an Appendix on using a dictionary

The organization of the book allows instructors to adapt it to specific courses in several ways. They may choose to teach the *Handbook* units in the early weeks of the term, postponing study of the *Reading Selections* until students master essential reading skills. The brief *Handbook* readings promote reinforcement of newly learned concepts and prepare students for

longer *Reading Selections*. Or instructors may choose to reinforce the skills taught in the *Handbook* by immediately assigning appropriate *Reading Selections*, turning to key instructional units in the *Handbook* as specific needs arise in class.

## New to this Edition ---

In this edition, we have added a number of new features:

- The reading selections represent a broader range of gender and multicultural issues than in the last edition. About one-third of the readings in both the *Handbook* and *Reading Selections* are new.
- A new chapter on how to take tests has been added (Chapter 14).
- The number of collaborative assignments has been increased.
- Additional exercises on vocabulary skills have been included.

## Acknowledgments ---

We have many people to thank for their ideas on the preparation of this text. Colleagues scattered around the country have made thoughtful suggestions and have guided us in writing this book. We are grateful to

Rose Austin, Kingwood College, TX  
Gertrude Robbins Fator, College of Alameda, CA  
Carol Gregory, Wilberforce University, OH  
Myra Edwards, Central State University, OH  
Karen O'Donnell, Finger Lakes Community College, NY  
Jerry Otey, Saint Philip's College, TX  
Michele Peterson, Santa Barbara Community College, CA  
Diane Scott, Mesa College, CA  
Phyllis P. Sisson, Central Texas College

H. S. W.  
C. B.

# Contents

*Preface*      xi

<b>HANDBOOK</b>	<b>1</b>
<b>Unit One    Comprehension</b>	<b>3</b>
<b>1. Reading Aids</b>	<b>5</b>
<b>1a</b> Prereading	5
<b>1a(1)</b> Making a List	6
<b>1a(2)</b> Drawing a Word Map	7
<b>1a(3)</b> Doing Freewriting	7
<b>1a(4)</b> Raising Questions	10
<i>Exercises</i>	10
<b>1b</b> Skimming	11
<i>Exercises</i>	11
<b>1c</b> Previewing	18
<i>Exercises</i>	19
<b>1d</b> Previewing Long Material: The Parts of a Book	25
<i>Exercises</i>	27
<b>1e</b> Visual Aids	41
<i>Exercises</i>	43
 <b>2. Building a Strong Vocabulary</b>	 <b>53</b>
<b>2a</b> Context Clues to Word Meanings	54
<i>Exercises</i>	56
<b>2b</b> Word Part Clues to Meaning	62
<b>2b(1)</b> Important Prefixes	63
<b>2b(2)</b> Important Roots	64
<b>2b(3)</b> Important Suffixes	65
<i>Exercises</i>	65



2c	Denotation and Connotation	68	
	<i>Exercises</i>	69	
2d	Shades of Meaning	71	
	<i>Exercises</i>	72	
3.	Reading for the Main Idea		93
3a	Key Ideas in Sentences	93	
	<i>Exercises</i>	94	
3b	Topics and Main Ideas in Paragraphs	96	
	<i>Exercises</i>	97	
	3b(1) Stated Main Ideas	100	
	<i>Exercises</i>	103	
	3b(2) Implied Main Ideas	108	
	<i>Exercises</i>	109	
4.	Reading for Information		123
4a	Fact-Finding	123	
	<i>Exercises</i>	125	
4b	Major Details, Minor Details	130	
	<i>Exercises</i>	131	
5.	Recognizing Paragraph Patterns		141
5a	Ordering Ideas	141	
	5a(1) Time Order (Chronology)	141	
	5a(2) Place Order	142	
	5a(3) Order of Importance	142	
	<i>Exercises</i>	144	
5b	Listing Details	150	
	<i>Exercises</i>	151	
5c	Classification	160	
	<i>Exercises</i>	161	
5d	Comparison and Contrast	164	
	<i>Exercises</i>	166	
5e	Cause and Effect	180	
	<i>Exercises</i>	181	
<b>Unit Two: Reading and Critical Thinking</b>			195
6.	Making Inferences		197
	<i>Exercises</i>	203	

7. Understanding Figurative Language	216
<i>Exercises</i>	219
8. Drawing Conclusions and Predicting Outcomes	226
<i>Exercises</i>	230
9. Generalizing	243
<i>Exercises</i>	246
10. Evaluating Ideas	261
10a Fact and Opinion	262
<i>Exercises</i>	265
10b Evidence	273
<i>Exercises</i>	274
10c The Writer's Technique	283
10c(1) Style	284
10c(2) Tone	284
10c(3) Mood	285
10c(4) Purpose	285
10c(5) Point of View	285
<i>Exercises</i>	286
10d Techniques That Twist the Truth	295
<i>Exercises</i>	297
11. Making Connections	299
11a Personalizing	299
<i>Exercises</i>	302
11b Connecting Ideas	303
<i>Exercises</i>	304
11c Collaboration	307
<i>Exercises</i>	309
<b>Unit Three: The Basic Study Skills</b>	311
12. Underlining, Taking Notes, and Outlining	313
12a Underlining	313
<i>Exercises</i>	318
12b Taking Notes	321
<i>Exercises</i>	323
12c Outlining	329
<i>Exercises</i>	331

<b>13. Summarizing</b>	<b>335</b>
<b>13a Writing Summaries of Paragraphs</b>	<b>337</b>
<i>Exercises</i>	338
<b>13b Writing Summaries of Long Passages</b>	<b>342</b>
<i>Exercises</i>	343
<b>14. Understanding Exam Questions</b>	<b>350</b>
<b>14a Preparing for Examinations</b>	<b>350</b>
<i>Exercises</i>	352
<b>14b Short-Answer Questions</b>	<b>352</b>
<i>Exercises</i>	354
<b>14c Essay Questions</b>	<b>357</b>
<i>Exercises</i>	362
 <b>READING SELECTIONS</b>	 <b>363</b>
<b>Introduction</b>	<b>364</b>
<b>Creating Unique Names for Children / Cindy Roberts</b>	<b>365</b>
<i>Exercises</i>	367
<b>A New Dawn / Sam Moses</b>	<b>376</b>
<i>Exercises</i>	380
<b>Against the Great Divide / Brian Jarvis</b>	<b>389</b>
<i>Exercises</i>	392
<b>The Business of Selling Mail-Order Brides / Venny Villapando</b>	<b>397</b>
<i>Exercises</i>	405
<b>The Green Frog Skin / John Lane Deer</b>	<b>415</b>
<i>Exercises</i>	417
<b>Wilshire Bus / Hisaye Yamamoto</b>	<b>424</b>
<i>Exercises</i>	429
<b>Letting in Light / Patricia Raybon</b>	<b>436</b>
<i>Exercises</i>	440
<b>Scholars and Descendants / Kathleen Teltsch</b>	<b>445</b>
<i>Exercises</i>	451
<b>Hearts of Sorrow / James M. Freeman</b>	<b>458</b>
<i>Exercises</i>	463

Zoot Suit Riots / Albert Camarillo	470
<i>Exercises</i> 474	
For Thirty-Two Million Americans, English Is a Second Language / Felicity Barringer	480
<i>Exercises</i> 484	
Model Minority / Felicia R. Lee	493
<i>Exercises</i> 498	
Affirmative Action / R. Roosevelt Thomas, Jr.	505
<i>Exercises</i> 511	
Los Angeles: Modern Megalopolis / Carter Findley and John Rothney	520
<i>Exercises</i> 525	
Immigrants / Aurora Levins Morales	534
<i>Exercises</i> 539	
 <b>APPENDIX: USING A DICTIONARY</b>	 545
<b>A1</b> The Guide Words	547
<b>A2</b> The Main Entry	547
<b>A3</b> The Pronunciation Key	547
<b>A4</b> The Parts of Speech	547
<b>A5</b> Special Forms and Spellings	548
<b>A6</b> The Meanings of the Word	548
<b>A7</b> The History of the Word	548
Acknowledgments	551
Subject Index	555
Name Index	560

# Thematic Table of Contents

## Conflict, Law, and Justice

<i>Alcohol and Society</i> , Bud Getchell et al.	20
<i>Consequences of Social Class</i> , Richard T. Schaefer	46
<i>American Indians: The Native Americans</i> , Richard T. Schaefer	88
<i>On the Juvenile Court System</i> , Enrique Hank Lopez	133
<i>Are Males Suited to Police Patrol Work?</i> , Richard T. Schaefer	136
<i>Government</i> , Mary Beth Norton et al.	235
<i>On Native Americans</i> , Kenneth Janda, Jeffrey M. Berry, and Jerry Goldman	279
<i>Teach Kids to "Talk It Out,"</i> John Feinblatt	304
<i>Use a Gun, Do Federal Time</i> , James J. Fyfe	305
<i>Trace Illegal Firearms</i> , Franklin E. Zimring	306
<i>The Green Frog Skin</i> , John Lane Deer	415
<i>Zoot Suit Riots</i> , Albert Camarillo	470

## Cultural/Ethnic Heritage and Values

<i>Ethics in Personal Selling</i> , William M. Pride and O. C. Ferrell	15
<i>Introduction</i>	36
<i>American Indians: The Native Americans</i> , Richard T. Schaefer	88
<i>Alice Harris: A Dream Maker</i> , Amway Corporation and Johnson Publishing Company	129
<i>Interracial Baby Boom</i> , The Futurist	152
<i>Liberals vs. Conservatives: The New Differences</i> , Kenneth Janda, Jeffrey Berry, and Jerry Goldman	173
<i>The Other Difference Between Boys and Girls</i> , Richard M. Restak	175
<i>How Stereotypes Form: Cognitive Foundations</i> , Sharon S. Brehm and Saul M. Kassin	183
<i>On Change</i> , Cho-Liang Lin	227
<i>On Labels That Assign Value</i> , David Gelman	227
<i>On Democracy and the Family</i> , Selma H. Fraiberg	248
<i>On Empathy</i> , Itabari Njeri	266
<i>On Visiting Grenada</i> , Audre Lorde	267
<i>To the Editor</i> , Robert Garcia	268
<i>On Native Americans</i> , Kenneth Janda, Jeffrey M. Berry, and Jerry Goldman	279

<i>On Human Goodness, Aristotle</i>	292
<i>The Slave Trade, Fred Burke</i>	318
<i>The Boy Scouts Under Siege, Allen Salzman</i>	323
<i>Cultural Barriers and the Press to Americanize, Margaret A. Gibson</i>	325
<i>On "Women's Language," Robin Lakoff</i>	344
<i>Czech, Please, Sheryl Julian</i>	347
<i>Creating Unique Names for Children, Cindy Roberts</i>	365
<i>Against the Great Divide, Brian Jarvis</i>	389
<i>The Business of Selling Mail-Order Brides, Venny Villapando</i>	397
<i>The Green Frog Skin, John Lane Deer</i>	415
<i>Immigrants, Aurora Levins Morales</i>	534
<i>Wilshire Bus, Hisaye Yamamoto</i>	424
<i>Letting in Light, Patricia Raybon</i>	436
<i>Scholars and Descendants, Kathleen Teltsch</i>	445
<i>Hearts of Sorrow, James Freeman</i>	458
<i>Zoot Suit Riots, Albert Camarillo</i>	470
<i>For Thirty-Two Million Americans, English Is a Second Language,</i> <i>Felicity Barringer</i>	480
<i>Model Minority, Felicia Lee</i>	493
<i>Affirmative Action, R. Roosevelt Thomas, Jr.</i>	505
<i>Los Angeles: Modern Megalopolis, Carter Findley and</i> <i>John Rothney</i>	520

## Education

<i>American Indians: The Native Americans, Richard T. Schaefer</i>	88
<i>On Understanding Failure in School, Richard S. Smith</i>	182
<i>On Being a "Minority Student," Richard Rodriguez</i>	188
<i>Who's Afraid of Political Correctness?, Ruben Navarrette, Jr.</i>	211
<i>Five New Words at a Time, Yu-Lan (Mary) Ying</i>	240
<i>Teachers: Our Best and Last Defense, Mobil</i>	252
<i>How Are Ethnic Origin and Treatment Related?, James Ysseldyke</i> <i>and Bob Algozzine</i>	254
<i>On Empathy, Itabri Njeri</i>	266
<i>To the Editor, Robert Garcia</i>	268
<i>Cartoon on Quality of Teaching, Stevenson</i>	294
<i>Cultural Barriers and the Press to Americanize, Margaret A. Gibson</i>	325
<i>Studying for Remembering: SQ3R, James D. Laird and</i> <i>Nicholas S. Thompson</i>	333
<i>Against the Great Divide, Brian Jarvis</i>	389
<i>Hearts of Sorrow, James Freeman</i>	458
<i>For Thirty-Two Million Americans, English Is a Second Language,</i> <i>Felicity Barringer</i>	480

<i>Model Minority</i> , Felicia Lee	493
<i>Los Angeles: Modern Megalopolis</i> , Carter Findley and John Rothney	520

## Environment and Health

<i>Stages of Psychological Development</i> , Robert F. Biehler and Jack Snowman	12
<i>Alcohol and Society</i> , Bud Getchell et al.	20
<i>The Nitrogen Cycle</i> , A. Harris Stone and Lloyd Sherman	45
<i>American Indians: The Native Americans</i> , Richard T. Schaefer	88
<i>Alice Harris: A Dream Maker</i> , Amway Corporation and Johnson Publishing Company	129
<i>The Other Difference Between Boys and Girls</i> , Richard M. Restak	175
<i>On Being Disabled</i> , Patty Hayes	232
<i>How Are Ethnic Origin and Treatment Related?</i> , James Ysseldyke and Bob Algozzine	254
<i>This Land Is Your Land</i> , Ronald L. Rosmann	271
<i>Uncaring Women's Health Care</i> , Leonard Abramson	275
<i>On Native Americans</i> , Kenneth Janda, Jeffrey M. Berry, and Jerry Goldman	279
<i>The Green Frog Skin</i> , John Lane Deer	415
<i>Los Angeles: Modern Megalopolis</i> , Carter Findley and John Rothney	520

## Stereotyping and Discrimination

Introduction	36
<i>American Indians: The Native Americans</i> , Richard T. Schaefer	88
<i>On Names</i> , Mary Paik Lee	125
<i>On the Juvenile Court System</i> , Enrique Hank López	134
<i>Are Males Suited to Police Patrol Work?</i> , Richard T. Schaefer	136
<i>Interracial Baby Boom</i> , The Futurist	152
<i>On "Hispanic Voters,"</i> Lynne Duke	162
<i>The Other Difference Between Boys and Girls</i> , Richard M. Restak	175
<i>How Stereotypes Form: Cognitive Foundations</i> , Sharon S. Brehm and Saul M. Kassin	183
<i>On Being a "Minority Student,"</i> Richard Rodriguez	188
<i>Cartoon on Ethnic Slurs</i> , Don Wright	204
<i>Who's Afraid of Political Correctness?</i> , Ruben Navarrette, Jr.	211
<i>Sure You Can Ask Me a Personal Question</i> , Diane Burns	207
<i>How Do You See the Road in Front of You?</i> , AMTRAK and the Garrett A. Morgan, Sr. Foundation	225

<i>Government</i> , Mary Beth Norton et al.	235
<i>How Are Ethnic Origins and Treatment Related?</i> , James Ysseldyke and Bob Algozzine	254
<i>Uncaring Women's Health Care</i> , Leonard Abramson	275
<i>On Native Americans</i> , Kenneth Janda, Jeffrey M. Berry, and Jerry Goldman	279
<i>Looking Out</i> , Mitsuye Yamada	295
<i>The Business Executive</i> , Mansel G. Blackford and Kathel Austin Kerr	315
<i>On Macho</i> , Constance A. Sullivan	331
<i>Sexual Orientation</i> , James D. Laird and Nicholas S. Thompson	341
<i>On "Women's Language,"</i> Robin Lakoff	344
<i>The Business of Selling Mail-Order Brides</i> , Venny Villapando	397
<i>The Green Frog Skin</i> , John Lame Deer	415
<i>Wilshire Bus</i> , Hisaye Yamamoto	424
<i>Letting in Light</i> , Patricia Raybon	436
<i>Scholars and Descendants</i> , Kathleen Teltsch	445
<i>Hearts of Sorrow</i> , James Freeman	458
<i>Zoot Suit Riots</i> , Albert Camarillo	470
<i>For Thirty-Two Million Americans, English Is a Second Language</i> , Felicity Barringer	480
<i>Model Minority</i> , Felicia Lee	493
<i>Affirmative Action</i> , R. Roosevelt Thomas, Jr.	505

## Family

<i>Alcohol and Society</i> , Bud Getchell et al.	20
<i>Interracial Baby Boom, The Futurist</i>	152
<i>On Understanding Failure in School</i> , Richard S. Smith	182
<i>Five New Words at a Time</i> , Yu-Lan (Mary) Ying	240
<i>On Democracy and the Family</i> , Selma H. Fraiberg	248
<i>On Empathy</i> , Itabari Njeri	266
<i>On Visiting Grenada</i> , Audre Lorde	267
<i>Cultural Barriers and the Press to Americanize</i> , Margaret A. Gibson	325
<i>Czech, Please</i> , Sheryl Julian	347
<i>The Business of Selling Mail-Order Brides</i> , Venny Villapando	397
<i>Immigrants</i> , Aurora Levins Morales	534
<i>Wilshire Bus</i> , Hisaye Yamamoto	424
<i>Letting in Light</i> , Patricia Raybon	436
<i>Scholars and Descendants</i> , Kathleen Teltsch	445
<i>Hearts of Sorrow</i> , James Freeman	458
<i>Model Minority</i> , Felicia Lee	493



## Immigration

<i>Big Dreams in "Little Havana,"</i> Tim Johnson	120
<i>Five New Words at a Time</i>	240
<i>On Empathy,</i> Itabri Njeri	266
<i>On Visiting Grenada,</i> Audre Lorde	267
<i>The Slave Trade,</i> Fred Burke	318
<i>Cultural Barriers and the Press to Americanize,</i> Margaret A. Gibson	325
<i>On Filipino Immigrants' Hopes,</i> Caridad Concepcion Vallanga	343
<i>Czech, Please,</i> Sheryl Julian	347
<i>A New Dawn,</i> Sam Moses	376
<i>The Business of Selling Mail-Order Brides,</i> Venny Villapando	397
<i>Immigrants,</i> Aurora Levins Morales	534
<i>Wilshire Bus,</i> Hisaye Yamamoto	424
<i>Scholars and Descendants,</i> Kathleen Teltsch	445
<i>Hearts of Sorrow,</i> James Freeman	458
<i>For Thirty-Two Million Americans, English Is a Second Language,</i> Felicity Barringer	480
<i>Model Minority,</i> Felicia Lee	493
<i>Los Angeles: Modern Megalopolis,</i> Carter Findley and John Rothney	520

## Languages and Barriers to Communication

<i>Introduction</i>	36
<i>On Names,</i> Mary Paik Lee	125
<i>On Managing Diversity,</i> Tom Mulligan	131
<i>Author Charles Johnson Wins National Book Award,</i> Jet	139
<i>Who's Afraid of Political Correctness?,</i> Ruben Navarrette, Jr.	211
<i>Five New Words at a Time,</i> Yu-Lan (Mary) Ying	240
<i>To the Editor,</i> Robert Garcia	268
<i>On Macho,</i> Constance A. Sullivan	331
<i>On "Women's Language,"</i> Robin Lakoff	344
<i>Creating Unique Names for Children,</i> Cindy Roberts	365
<i>Against the Great Divide,</i> Brian Jarvis	389
<i>The Green Frog Skin,</i> John Lame Deer	415
<i>Hearts of Sorrow,</i> James Freeman	458
<i>Zoot Suit Riots,</i> Albert Camarillo	470
<i>For Thirty-Two Million Americans, English Is a Second Language,</i> Felicity Barringer	480
<i>Model Minority,</i> Felicia Lee	493