Defining Regina

Growing up poor in Alabama, my father saw plenty of hard times. Mom's family was poor, too, but not like Papa's family. His childhood home had no running water, and as the oldest of four children, Papa had to make the sacrifices and assume the responsibilities of an adult. One might think he would have developed a sour attitude, but the opposite was true. Papa had what my mom called a "sunny disposition." When asked how he stayed lighthearted, Papa often said, "If I ever started worryin' and complainin' I wouldn't be able to stop, so I never do either." It was as if he simply chose to see the bright side of things. Sometimes, though, when it was just me, him, and Mama in the house, a heaviness would settle over his face. Then he'd usually go and sit in his rocker awhile. Often, I'd sit on the ground near him so we could talk. It usually wasn't long before Papa would flash his smile or say something that let me know he felt better. It was during one of these talks that Papa said something to me which I have not forgotten. He said, "Regina, you must choose what defines you."

Both of my parents had passed away by the summer of 1953, when I moved from Alabama to Chicago. I went to the city looking for opportunity, as thousands of other young black men and women did in the postwar era. After arriving in Chicago, I found a little tenement and began working as a waitress at a diner in my neighborhood. Near the diner there is a salon, and I thought it would be great if I could eventually
learn about doing hair and begin working there. Money at the diner came slowly, though, so I picked up waiting shifts at a jazz club downtown to make rent. Suddenly, I barely had time to sleep, much less time to learn about hair. I kept up both jobs for nearly two years, running myself ragged and wondering how long I could take it. Several times I considered returning to the South but had no money to do it. Then Helen, a friend from my neighborhood, told me about the Davis family.

3  I was wary of being a maid, but the Davises didn't want live-in help, as many families do, only someone during the day on weekdays. I figured that at least I wouldn't have to deal with them all the time if they turned out to be less than friendly. Mr. Davis worked, so he wouldn't be there much of the time, and the duties required of me were easy enough—cooking, cleaning, going to the market, and other such chores. Most importantly, the Davises were willing to pay well, and since I had my own apartment, it seemed the job would fit me well. Sure, plenty of women in my neighborhood with their own places were willing to cook and clean for decent money, but thanks to Helen's dropping a good word with her employer, who works with Mr. Davis at the bank, I got the job. It seemed things were taking a turn for the better.

4  A few weeks after I began working for the Davises, tension between whites and blacks in Chicago rose after a riot in an all-black neighborhood. Fire trucks had again been slow to get to a fire in a black neighborhood, and this time the building collapsed before help got there. Folks from the neighborhood collected to confront the firefighters and erupted into a riot when the firefighters arrived. The police came. Things grew worse. Shots were fired from both sides, and when it was over, hundreds were hurt, and several, including two firefighters and an officer,
lay dead. Anger, confusion, and fear have loomed over the city since.

5 We are weary of discrimination, and most of us feel we cannot just wait for things to get better. There's a sense something should be done, but nobody is sure what. Some are calling for more riots, but others, including myself, are protesting racism nonviolently by boycotting city services. We take taxis or walk instead of paying to use the city's buses, for example. We hope that our refusal to give money to a city government that has ignored us will increase awareness instead of contempt, as violence tends to do. Many whites are apprehensive, too. There is a threatening sense that only a small amount of heat is needed to cause the anger and frustration simmering in many parts of the city to once more boil over into violence. I guess most people, black and white, feel helpless.

6 Not surprisingly, tension hung in the air between Mrs. Davis and me at work. We stayed out of each other's way more than we had before, as if avoiding something awful between us, and then one day she called me to the garden where she was tending to her zinnias and marigolds. "I need you to go to the store, Regina," she said. It was the first time she had asked me to go on an errand since the riot.

7 "Of course, should I make a list?" I asked, nervous because I knew where our conversation was headed.

8 She nodded.

9 I went into the kitchen for a pen and pad and braced myself as I returned to the garden. Mrs. Davis named twelve items she needed from the store and then said, "I've left bus fare and a blank check for the groceries on the kitchen table."
I hesitated a moment and then said, "I won't be needing the bus fare, ma'am, but thank you."

"You don't have to pay for the bus when you go to the store for me, Regina. You know that," Mrs. Davis said as she hacked at the soil with her trowel.

"Yes, ma'am, I know."

"I don't understand," Mrs. Davis said, raising her head to look at me.

"I won't be taking the bus, ma'am. The store is close enough to walk."

"Walk?" Mrs. Davis asked. We stood looking at one another a few tense moments.

"What's wrong with the bus?" Mrs. Davis asked.

I didn't know how to answer.

"Is this about that riot a few weeks ago?" Mrs. Davis asked, a confused look on her face.

I remained quiet. "Yes, ma'am," I finally said, "but not only the riot."

"It's going to take you three times longer to go to the store," Mrs. Davis said. She was annoyed.

"I'll work longer today to make up for it," I replied.

"Very well, Regina, do as you wish."

I was sure Mr. Davis would inform me that evening that I couldn't work at their house anymore, and on the way to the store I made plans to head to the diner the next day to ask for
my old job. Walking from the store with two
grocery bags in my arms, and sweat dripping from
my forehead, I wondered if boycotting the buses
was worthwhile. I dropped a sack of groceries,
denting a can of pears. As I cursed my luck, the
bus came rumbling down the road. I braced
myself for the awkwardness of standing there on
the street and receiving suspicious looks from the
passengers, but when the bus passed, I noticed
something glorious. There were no passengers.
The bus was completely empty. People were
making the boycott work. My walk became
easier. To my surprise, Mr. Davis didn’t say
anything to me that evening.

24 I took a cab to and from the Davises and
walked everywhere else. The tension between
Mrs. Davis and me lingered, but we both just kind
of sidestepped it. Now that I worked one job, I
planned on spending time at the salon learning
about hair, but the women there began harassing
me because they’d learned I was working for a
white family. Some of them also decided they
didn’t care for my being from the South, and let
me know as much when I walked by.

25 Papa didn’t just want me to be brave; he
wanted me to think for myself without worrying
what he and others wanted. After the women at
the salon turned on me I wasn’t sure I should stay
in Chicago just to show I could. Racism was
gnawing at me. The opportunity I’d searched for
turned out to be a job as a maid, and though it
paid decently, cab fare was eating a lot of my
money. I wasn’t sure what to do.

26 Mrs. Davis called me to the garden one
Monday afternoon. I brought a pad and pen to
take down the grocery list, wishing she had asked
me to go to the store earlier, when it was cooler
out.

27 "Will it be the usual, Mrs. Davis?" I asked.
"Yes, and I thought pork roast sounded good for dinner," Mrs. Davis said, digging into her flower bed.

"Uh-huh, sure does," I replied.

"Maybe some potatoes and carrots, too," Mrs. Davis added.

"We have those. Should I buy more?"

"No, Regina, that'll be fine. The check is on the kitchen table. Take the money next to it. That should pay for the cab."

I was silent, unsure if I'd understood correctly. "A cab, ma'am?" I asked.

"That's right, Regina, a cab. It should be arriving out front any moment." I stood, looking at her. She looked up at me. "I wouldn't want to take the bus either, Regina." Mrs. Davis said.

We both stood there a moment looking at one another, as if truly seeing each other for the first time.

The city has felt smaller since that day in the garden with Mrs. Davis. I continue boycotting the buses and have joined a group that organizes marches for equality. My family and the Alabama countryside still beckon me, especially at night when I lie in bed alone, listening to traffic or an argument between the couple upstairs, or when I walk past the salon and hear the women snickering behind me. Even when it all feels like too much, I do not doubt my struggles are worthwhile. I've learned it's never too late for people to see each other for the first time.
Wilma Mankiller: Looking to the Future

1 1957 was a tough year for a twelve-year-old Cherokee girl named Wilma Mankiller. That year, she and her family were uprooted from their farm in Oklahoma and planted in San Francisco, California, by the Bureau of Indian Affairs (BIA) as part of a new nationwide policy aimed at fusing rural Native Americans with mainstream society. Just like that, a family of thirteen went from life on an isolated farm without electricity or indoor plumbing to living in a major metropolitan housing project. This would be one of the first of many challenges in the impressive life of Wilma Mankiller, who would someday become the first female chief of the Cherokees.

2 Many Native American families were transplanted from rural areas to cities by the BIA in the 1950s. Sadly, this government-imposed dispersal was nothing new to the Cherokees, for it was the Cherokees who in 1838 were forced at gunpoint by U.S. soldiers to leave their ancestral lands in Tennessee, Georgia, Alabama, and North Carolina and march to Oklahoma. During this notorious episode in U.S. history, almost 4000 of the 13,000 Cherokees died, giving rise to the name of the trek: the Trail of Tears. Now, the government was again forcing Native Americans out of their homes, and Wilma would later say that this relocation gave her a better understanding of the trials her ancestors must have faced over a hundred years earlier.

3 In 1957, the Mankillers were building a new life in alien surroundings. Having been isolated in rural Oklahoma from technology and experiences that were commonplace in most parts of the United States, they experienced a colossal transition upon arriving in San Francisco. Simple tasks like ordering in a restaurant and even dialing a telephone had to be learned. Luckily, there was assistance to ease the family's growing pains.
Kindly neighbors helped with the basics of contemporary urban living, while San Francisco's Indian Center served as a comfort zone and kept the family in touch with their heritage. Little by little, the Mankillers settled into a blue-collar life.

4 By the mid-1960s, Wilma was a success story for the BIA's urbanization program. She had graduated high school in 1963, found a job, and married a successful, conservative accountant who promised to provide her with a comfortable middle-class life. After becoming Mrs. Hugo Olaya, she traveled with her husband to Europe and South America and then returned to California to start a family. They had two daughters. Mankiller's course was set, and the destination promised to be a sunny one, relatively free of the problems hampering other Cherokees who were still struggling with poverty and other major social problems.

5 Mankiller's life began changing in November 1969. On November 9 of that year, members of the newly formed American Indian Movement (AIM) seized control of Alcatraz Island in San Francisco Bay as a protest against the government's current and historical treatment of Native Americans. Their demonstration would last until early 1972. The event received attention from politicians, Hollywood, and of course, the news media. For some, it was a pop-culture phenomenon. For others, it was a protest in an era that had seen more than its share of them. Yet, for Mankiller, it was an awakening. She had always been conscious of Native American issues—her father had made sure of that—but AIM's seizure of Alcatraz transformed Mankiller's consciousness of those issues into a passionate concern for them. Soon, she was helping AIM raise funds and visiting the protestors at Alcatraz. Mankiller's exposure to AIM and its philosophy had a deep and lasting impact on her life. Her new associations eventually segued into a
volunteer position with a northern California tribe and a director's role at a Native American youth center.

Mankiller's awakening had a price. As her political views and sense of self evolved—she had begun taking classes at San Francisco State University—she became less and less the traditional woman her husband had married. The couple divorced in 1974. A few years later, Mankiller left for Tahlequah, Oklahoma, to live on her ancestral allotment near Cherokee tribal headquarters. With two daughters to feed, little money, and no job, Wilma Mankiller was now far from middle-class comfort and clearly no longer a poster child for BIA urbanization policies. She was, however, glad to be home.

The return to Oklahoma would prove to be a blessing, though it would also bring Mankiller pain and tragedy. She could now pursue her interests by working for the Cherokee tribe. While finishing her undergraduate degree, she did exactly that, working at Cherokee tribal headquarters writing grant proposals. Mankiller excelled at it, attaining grants to finance new water systems and the rebuilding of homes in her community. Sadly, as Mankiller's role within the Cherokee tribe was blossoming, she experienced a grievous setback.

In 1979, Mankiller was badly injured in a head-on car collision with one of her own friends, who died as a result. She underwent seventeen operations and spent the next year rehabilitating physically and mentally, only to be diagnosed in 1980 with a neuromuscular disease, myasthenia gravis, that required further hospitalization. It was not until 1981 that Mankiller returned to work.

The accident and diagnosis increased Mankiller's drive to help people. Her friend had died, and Mankiller herself had been near death. As a result, Mankiller was more inclined to live
meaningfully. One of her first projects upon returning to work for the Cherokee Nation was Bell, Oklahoma, a dilapidated Cherokee town. Mankiller organized and led the efforts of the Bell residents in revitalizing their own community. The project called for new homes and the building of a sixteen-mile water-supply pipeline. Bell was a tremendous success, earning Mankiller public recognition as a skilled community developer. The project was great for Mankiller in another way, too. It was in Bell where she got to know fellow Native American activist Charlie Soap, whom she would eventually marry. The dark clouds that had shrouded Mankiller’s life were finally receding, but in a way, her greatest challenge lay ahead.

10 Mankiller soon became founder and director of the Community Development Department of the Cherokee Nation. It strove for educational reforms, housing improvements, and the establishment of community programs in many parts of Oklahoma. She was now a power-player in the Cherokee Nation. In 1983, Ross Swimmer, the principal chief of the Cherokee Nation, its president, so to speak, was up for reelection. He asked Mankiller to run as his deputy chief, and she accepted. Besides competing with other candidates, a major obstacle stood before Mankiller and Swimmer in the election of 1983. A woman had never been deputy chief.

11 The election was painful for Mankiller. Being politically conscious and experienced in community service, Mankiller approached the election with vigor, eager to share ideas. At every community meeting or rally she attended, however, the discussion focused on gender, and the discussions were not always logical or orderly, but rather, often descended into visceral rants about how Mankiller was affronting religion and tradition with her election bid. It seemed everyone opposed the Swimmer-Mankiller ticket; Swimmer’s own political associates turned on
him. Mankiller continued campaigning but assumed she and Swimmer would lose the election. They did not.

12 Mankiller had made history, and she would do it again. In 1985, Swimmer was asked to become assistant secretary of the BIA. This meant resigning his post and moving to Washington, D.C. This also meant Mankiller had to step into his shoes and become the first female principal chief of the Cherokees. Much like her run for deputy chief, Mankiller’s ascendance to principal chief roused negative sentiments. Opposition took many forms; her colleagues shunned her, giving her cold shoulders at political events, while some opponents resorted to making death threats and slashing Mankiller’s tires. At this point in her life, Mankiller knew a few things about perseverance, and persevere is what she did.

13 As the newly appointed principal chief, Mankiller reveled in the opportunity to help her people. Whether beginning a literacy program or an initiative to help full-blooded and mixed-blooded Cherokees live harmoniously—a noted problem—she was simply focusing, as she had for some time, on empowering Cherokees to help themselves. Her perseverance had been forged in the hardship of being moved to San Francisco as a twelve-year-old farm girl. The visionary and activist had emerged in 1969, inspired by the protesters at Alcatraz. The organizer and leader had been emerging in Mankiller since she had returned to Oklahoma and begun working at Cherokee headquarters. Mankiller had been training for the job of chief much of her life. She was good at it, and slowly began winning the Cherokee constituency over.

14 In 1987, Mankiller made it through a difficult four-way election and runoff to become the first woman actually elected principal chief. Four
years later, she won in a landslide with 82 percent of the votes. During her tenure as principal chief, Mankiller worked to make the Cherokees one of six tribes responsible for funds formerly managed by the BIA. With her constituency numbering about 140,000, an annual budget of over $75 million, and 1200 employees, Mankiller's role as principal chief was, in her own words, like "running a small country, [managing] a medium-sized corporation, and being a social worker."

15 By all accounts, it seemed Mankiller performed her role marvelously. Her accomplishments as chief are numerous: health-care reform, cultural-preservation programs, improvements in the tribe's election process, and the list goes on. Then there are the less tangible effects of her tenure: Mankiller's positive influence on countless women, how her moxie has motivated men and women to struggle through adversity, the example she has set for preserving cultural identity. The recognition Mankiller has received is nearly as abundant as her accomplishments. Notable honors include the Medal of Freedom, the country's highest civilian award; a Chubb Fellowship from Yale University; and induction into the National Women's Hall of Fame.

16 In 1995, when Mankiller decided not to run for reelection, she explained, "You don't have to have a title or position to be effective." She has given lecture tours and continued to advise in the Cherokee community in support of that point. Considering Wilma Mankiller's influence will be felt long after she is gone, her explanation in 1995 is true in more ways than one.
The Spanish Civil War (1936-1939) pitted Republican defenders of Spain's democratic government against Nationalists who fought to install a fascist dictatorship.

International volunteers flocked to Spain to defend democracy. Americans formed the Abraham Lincoln Battalion and, involved in the heaviest fighting, suffered greatly in a losing cause. Over one-third had perished by the Republican surrender.

The Lincoln Battalion Memorial Fund was established to provide a memorial on the Mall in Washington, D.C., to honor those Americans who sacrificed so much for others' freedom. We ask all who want to preserve liberty, who are proud of their nation, and who love democracy to donate what they can.
1 Which statement best explains Mrs. Davis's attitude toward Regina at the end of the story?

A Despite pretending not to mind, Mrs. Davis is still very annoyed by Regina's refusing to ride the bus.

B Although Mrs. Davis is only beginning to understand Regina's struggle, she respects Regina's decision to fight for what she believes in.

C Though Mrs. Davis wholeheartedly admires Regina's dedication, she feels that Regina should take a more active form of protest.

D Even though Mrs. Davis is beginning to sympathize with Regina's position, she refuses to compromise her principles.

2 In paragraph 5, the author uses a metaphor to —

A explain how easily violence could reoccur in Chicago.

B describe public transportation in Chicago.

C emphasize how hot Chicago's summer temperatures were.

D show how close Chicago was to solving its racial problems.
3 The main idea of paragraph 3 is that the job at the Davises' had certain advantages and Regina felt lucky to get it. Which of the following statements least supports that main idea?

A  *I was wary of being a maid.*

B  *... the duties required of me were easy enough—cooking, cleaning, going to the market, and other such chores.*

C  *Most importantly, the Davises were willing to pay well.*

D  *It seemed things were taking a turn for the better.*

4 The time frame of the story is significant because by its being set in the —

A present we can reflect on the progress that has been made in guaranteeing equal rights for all people.

B 1970s we can reflect on the great potential for partnership and progress among people of all races.

C 1960s we can see how the quiet but resolute protests of individuals made a tremendous impact on our society.

D 1950s we can get a very clear picture of what life was like for blacks and whites before the civil rights movement began.
5 Which of the following is the best summary of the selection?

A A white Chicago couple, the Davises, hire a young black woman, Regina, as a maid, but Regina chooses to boycott city buses, making her job more difficult. It takes longer for Regina to run errands to the grocery store, and she must carry the Davises' groceries all the way back from the store. Once, while returning from the store, Regina drops a bag of groceries right before the bus passes her, and when she looks up, she is pleased to see there is no one on the bus.

B A young woman moves to a northern city to find opportunity and in time finds a well-paying job. Soon after she takes the job, a riot occurs in the city, and the woman decides to participate in a boycott. Participating in the boycott interferes with the woman's ability to perform her job, furthering tension between her and her employer. The woman is unsure of whether she will be able to keep her position until her employer demonstrates that the woman's participation in the boycott is not a problem.

C Regina, a young black woman from Alabama, goes to Chicago in search of a better life and works at low-paying jobs before finding a better position as a maid for a white couple. During her first summer working for the couple, a riot erupts in Chicago when firefighters are again slow to respond to an emergency in a black neighborhood. Many black residents of the city, including Regina, decide to draw attention to perceived racism in city practices through nonviolent means.

D Regina, a southern black woman, moves to Chicago and takes a job as a maid in a white household. Soon after, a riot occurs when firefighters are slow to respond to a fire in a black area, and Regina joins others who protest racist city practices in nonviolent ways by boycotting city buses. The racial tension permeating the city is also present between Regina and her employer, Mrs. Davis, and Regina's refusal to take the bus, which affects her ability to run errands, adds to this tension. Regina thinks she will be fired and is surprised when Mrs. Davis shows that she sympathizes with Regina's stance.
6  Read the dictionary entry below.

exposure \ik\-sp\-zhahr\  \n1. the condition of being subject to some effect or influence  
2. the condition of being unprotected from severe weather  
3. the disclosure of something secret  
4. an image resulting from the effect of light rays on film

Which definition represents the meaning of the word *exposure* as it is used in paragraph 5?

A  definition 1  
B  definition 2  
C  definition 3  
D  definition 4

7  The information in the selection suggests that —

A  during the 1950s, the majority of Oklahomans did not have telephone service.

B  most Cherokee voters had still not overcome their doubts about electing a female principal chief by 1991.

C  Mankiller's tenure as principal chief was mostly focused on dealing with important Cherokee social issues.

D  most people living in San Francisco in 1957 were Cherokees who had been relocated from Oklahoma.

8  This selection could best be described as —

A  a biographical essay.

B  historical fiction.

C  a Western.

D  an autobiographical memoir.
After reading the selection, the reader can tell that the position of principal chief of the Cherokee Nation is an extremely demanding position. Which statement from the selection best supports this?

A. Much like her run for deputy chief, Mankiller's ascendance to principal chief roused negative sentiments.

B. As the newly appointed principal chief, Mankiller reveled in the opportunity to help her people.

C. With her constituency numbering about 140,000, an annual budget of over $75 million, and 1200 employees, Mankiller's role as principal chief was, in her own words, like "running a small country..."

D. In 1995, when Mankiller decided not to run for reelection, she explained, "You don't have to have a title or position to be effective."

The word shunned in paragraph 12 shows that Mankiller's political colleagues considered Mankiller —

A. unwelcome.

B. unqualified.

C. unfriendly.

D. unpredictable.
11 Which of the following themes is common to both of these selections?

A No social movement can succeed without a passionate and charismatic leader.

B Any majority group will always be sensitive to the needs and desires of minority groups.

C The struggle to effect positive social change begins with the courage, sacrifices, and dedication of individuals.

D Changing customs and outlooks is something that is very easy to accomplish once a friendship has been established.
12 The Web site states *We ask all who want to preserve liberty, who are proud of their nation, and who love democracy to donate what they can.* This is an example of which of the following persuasive techniques?

A  "flag waving," persuading someone to do something by using powerful political and patriotic language or symbols

B  "bandwagon," persuading someone to do something by pointing out that it is popular and widely accepted

C  "appeal to tradition," persuading someone to do something by showing that it has traditionally been done in the past

D  "appeal to novelty," persuading someone to do something by showing that it is new and suggesting that new things are always better than old ones

13 Which of the following is not a purpose served by this Web site?

A  entertaining visitors with a tale of a brave soldier

B  providing visitors information about the Lincoln Battalion

C  enabling visitors to learn about the Spanish Civil War

D  persuading visitors to donate money to the memorial fund
OPEN-ENDED ITEMS

14 How does the use of a first-person point of view in "Defining Regina" affect the story? Explain your answer, and support it with evidence from the selection.

15 In what ways do you think Wilma Mankiller will continue to influence the Cherokee people in the future? Support your answer with evidence from the selection.

16 How were Regina's problems similar to Wilma Mankiller's? Support your answer with evidence from both selections.
Practice 1

Write an essay explaining the importance of being willing to make sacrifices for a cause.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
Juanita has written this editorial for the school newspaper. As part of a peer-editing conference, you have been asked to read the editorial and make suggestions for its improvement. When you have finished reading the editorial, answer the multiple-choice questions that follow.

Expand Our Music Program

(1) There are a lot of chances for musical training at our school. (2) Any student has the choice of joining the marching band, playing in the orchestra, or to sing in the choir. (3) However, our current music classes, while fun, represent only a portion of the many different musical styles we students enjoyed listening to and playing. (4) This is just one of several reasons our school should expand its music program to include classes in contemporary musical styles such as rap, rock, and country and western music.

(5) If our school offered classes in popular musical styles, more students would participate in the school music program. (6) These classes would excite students who otherwise wouldn't never have signed up for a music class. (7) Classes in popular musical styles would also attract those students who already play in their own rock and rap groups. (8) Oftentimes, they spend just as much time practicing with their groups as I spend practicing for marching band, but they do not get the benefit of Class Credit, recognition by fellow students, or the chance to work with talented instructors. (9) Additional music classes would allow these students to pursue their musical interests within the school music program.
(10) Adding classes in popular musical styles would also be a great way to interest more students in the music classes our school already offers. (11) I heard how much fun they were having and decided to join. (12) I became involved in marching band only after having a class next to the band room, where I could hear the musicians play. (13) Offering additional music classes would bring more students into contact with members of band, choir, and orchestra and into contact with enthusiastic music teachers. (14) More students might see, as I did, how much fun it is to be involved in the traditional music classes our school offers.

(15) By adding classes in rock, rap, and other popular musical styles, our school could be a leader with its school music program. (16) Why should this school wait to follow others with an innovation that is sure to come about sooner or later. (17) Our school could be among the first ones to offer classes in a variety of popular musical styles. (18) It would be really neat to have not only a top-notch band, orchestra, and choir but also the first highly respected school rock band, rap group, and country ensemble. (19) Expanding our music program could be a real feather in our school's cap.

(20) Offering music classes in popular musical styles is an idea whose time has come. (21) It would get more students involved in the school music program. (22) It would add to the quality of that program. (23) I think expanding our current music program is an idea school administrators should seriously consider.
1 What change, if any, should be made in sentence 2?

A change *has* to had
B delete the comma after *band*
C change *to sing* to singing
D make no change

2 What change should be made in sentence 3?

A delete the comma after *However*
B change *classes* to classes'
C change *we* to *us*
D change *enjoyed* to *enjoy*

3 What change, if any, should be made in sentence 6?

A change *excite* to excitement
B insert a semicolon after *students*
C change *wouldn’t never have signed up* to *would never have signed up*,
D make no change

4 What is the most effective way to rewrite sentence 7 to add information?

A Classes in popular musical styles would also attract those students who already play in their own rock and rap groups, they play in them outside of school.

B Classes in popular musical styles would also attract those students who outside of school already play in their own rock and rap groups.

C Classes in popular musical styles would also attract those students who already play in their own rock and rap groups outside of school.

D Classes in popular musical styles would also attract those students who already play in their own rock and rap groups and play in their own rock and rap groups outside of school.
5 What change, if any, should be made in sentence 8?
   A insert a colon after get
   B change Class Credit to class credit
   C change recognition to reconnition
   D make no change

8 What change, if any, should be made in sentence 16?
   A change others to other's
   B change innovation to innivation
   C change the period after later to a question mark
   D make no change

6 What is the most effective way to improve the organization of the third paragraph (sentences 10-14)?
   A move sentence 10 so that it follows sentence 12
   B delete sentence 10
   C delete sentence 12
   D move sentence 11 so that it follows sentence 12

9 What change, if any, should be made in sentence 17?
   A change ones to Ones
   B change variety to variety
   C insert a comma after popular
   D make no change

7 What change, if any, should be made in sentence 14?
   A change students to students'
   B change the comma after did to a semicolon
   C change traditional to tradisional
   D make no change
10 What is the most effective way to combine sentences 21 and 22?

A It would get more students involved in the school music program, it would add to the quality of that program.

B Not only would it get more students involved in the school music program, but it would also add to the quality of that program.

C It would either get more students involved in the school music program or add to the quality of that program.

D It would get more students involved in the school music program, and it would add to the quality of that program while it got more students involved.
Ilse wrote this paper for an English-class assignment. She has asked you to review it and make suggestions for improvements and corrections she might make. After reading the paper, answer the multiple-choice questions that follow it.

Seinfeld

(1) As a kid, Jerry Seinfeld dreamed of becoming a stand-up comedian.

(2) The chances are that little Jerry Seinfeld never suspected he would one day be considered the funniest man on television. (3) Success didn’t fall from the sky for him, though. (4) Seinfeld was a struggling comedian for a while. (5) After he finally did carve a foothold in stand-up comedy, however, he cocreated and starred in a sitcom that has been so successful it probably stays in syndication until 3010.

(6) Jerry Seinfeld has left his mark, in comedy and in popular culture.

(7) Stand-up comedy is a tough business. (8) Something Seinfeld learned firsthand. (9) He was born in Brooklyn, New York, in 1954, and from age eight, when he learned people could actually get paid to make jokes Seinfeld knew what he wanted his job to be. (10) After college, Seinfeld tackled the New York comedy-club circuit, a boot camp for hopeful comedians. (11) His act was far from good, though, and he didn’t earn much money. (12) To pay bills, Seinfeld took jobs selling everything from light bulbs to cheap jewelry in order to pay bills.

(13) When he wasn’t working at a low-paying job, he was on stage honing his act, often performing for free. (14) Seinfeld polished his act and eventually became a
crowd favorite at comedy clubs. (15) His childhood dream had finally come true; he was getting paid to make people laugh.

(16) By 1989, Seinfeld's comedy success had blossomed, and he was able to translate it into a deal to do a TV show. (17) Titled *Seinfeld*, it would become one of the most memorable shows of the '90s and perhaps one of the most popular sitcoms ever. (18) That's probably more than Seinfeld had hoped for when he and *Seinfeld* cocreator Larry David first came up with the idea for the show about "nothing." (19) From the start, Seinfeld and David had decided the show should be about typical people and everyday events. (20) Compared to standard sitcom fair, the show really was about nothing. (21) In one episode, Jerry and his friends spend the entire show just trying to meet up with each other at a movie theater. (22) Audiences loved the show about nothing, though. (23) They enjoyed its clever dialogue and related to its common situations, and he has remained a huge hit even in syndication.

(24) Jerry Seinfeld's innovative ideas and style continue to influence both TV sitcoms and stand-up comedy. (25) His style of stand-up comedy, an "observational" style that, much like his show, points out the humor in ordinary situations, have become popular among young comedians. (26) *Seinfeld*, which ended in 1998, remains one of the most popular and original sitcoms ever, and some people have even said it changed the face of TV sitcoms. (27) With all of Jerry Seinfeld's successes one is left wondering what he is planning for an encore.
1 What change, if any, should be made in sentence 5?
   A change the comma after *comedy* to a semicolon
   B change *successful* to *successfully*
   C change *stays* to *will stay*
   D make no change

2 What is the most effective way to rewrite the ideas in sentences 7 and 8?
   A Stand-up comedy, which is a tough business, something Seinfeld learned firsthand.
   B Stand-up comedy is a tough business, something Seinfeld learned firsthand.
   C Stand-up comedy is a tough business, this is something Seinfeld learned firsthand.
   D Stand-up comedy is a tough business; something Seinfeld learned firsthand.

3 What change, if any, should be made in sentence 9?
   A change *eight* to *Eight*
   B change *learned* to *learns*
   C insert a comma after *jokes*
   D make no change

4 What is the most effective way to rewrite sentence 12?
   A To pay bills, Seinfeld took jobs. Selling everything from light bulbs to cheap jewelry in order to pay bills.
   B To pay bills, Seinfeld took jobs, he took jobs selling everything from light bulbs to cheap jewelry in order to pay bills.
   C To pay bills, Seinfeld, taking jobs selling everything from light bulbs to cheap jewelry in order to pay bills.
   D To pay bills, Seinfeld took jobs selling everything from light bulbs to cheap jewelry.
5 What change, if any, should be made in sentence 18?

A change *That's* to *That's*
B change *had hoped* to *has been hoping*
C insert a comma after *he*
D make no change

6 What change, if any, should be made in sentence 20?

A change *standard* to *Standard*
B change *fair* to *fare*
C insert a colon after *about*
D make no change

7 What transition should be added to the beginning of sentence 21?

A Furthermore,
B For example,
C In contrast,
D Next,

8 What change, if any, should be made in sentence 23?

A change *dialogue* to *dialogue*
B change *related* to *relate*
C change *he* to *it*
D make no change

9 What change should be made in sentence 25?

A change *comedy* to *comedic*
B delete the comma after *show*
C change *have become* to *has become*
D change *young* to *Young*

10 What change, if any, should be made in sentence 27?

A insert a comma after *successes*
B change *is left* to *is leaved*
C change *encore* to *Encore*
D make no change