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1. This is a description question, so you should locate the point in the passage from which it was drawn. It is the third paragraph. The author recalls his expectation that, by introducing the market system, the communist system would topple from within.

Be careful not to choose (A). It chronicles how the events actually occurred, not how they were *anticipated* to occur. (A) is baited with the words “great shock,” “monopoly,” and “civil society.”

The answer is (B).

2. This is an extension question, so the answer must say more than what is said in the passage, without requiring a quantum leap in thought. The needed reference is “*Democracy is something more than freedom*”. Since freedom can exist without democracy, freedom alone does not insure democracy.

The answer is (A).

3. This is a tone question. The key to answering this question is found in the closing comments. There the author states “*The masquerade goes on,*” referring to nascent democracies. So he has reservations about the newly emerging democracies.

Watch out for (D). Although it is supported by the passage, it is in a supporting paragraph. The ideas in a concluding paragraph take precedence over those in a supporting paragraph.

The answer is (C).

4. This is an application question. These are like extension questions, but they go well beyond what is stated in the passage. In this case we are asked to interpret the author’s comments from a cynic’s perspective. Because application questions go well beyond the passage, they are often difficult, as is this one.

Hint: A cynic looks at reality from a negative perspective, usually with a sense of dark irony and hopelessness.

Don’t make the mistake of choosing (D). Although a cynic is likely to make such a statement, it does not address the subject of the passage—political and economic systems. The passage is not about human nature, at least not directly.

The answer is (C).

5. This is an extension question. Statement I is true. The author implies that the institutions of the new-born, free society were created in great pain because the people lacked experience. Statement II is true. Expectations that the market mechanisms would explode totalitarianism and usher in a new society were dashed, and having to readjust one’s expectations certainly makes a situation more difficult. Finally, statement III is true. It summarizes the thrust of the passage’s closing lines.

The answer is (D).

6. This is a hybrid extension and description question. Because it refers to a specific point in the passage, you must read a few sentences before and after it.

The answer is (C).

7. The answer to a main idea question will summarize the passage, without going beyond it.

(A) fails to meet these criteria because it makes a false claim. Parts of the passage imply that the discrepancy in allocation of funds is greater in Latin America. Besides, Latin America is mentioned only in passing, so this is not the main idea.

(B) also makes a false claim. The author implies that increased funding for education is irrelevant, if not counterproductive. In fact, the sentence "*The President's committee for the study of school finance should ask not how to support or how to trim such increasing costs, but how they can be avoided*" implies that he thinks an increase in funding would be counterproductive.

(C) is the second-best answer-choice. The answer to a main idea question should sum up the passage, not make a conjecture about it. Clearly the author has serious reservations about obligatory schooling, but at no point does he state or imply that it should be scrapped. He may believe that it can be modified, or he may be resigned to the fact that, for other reasons, it is necessary. We don't know.

Finally, (D) aptly summarizes the passage, without going beyond it. The key to seeing this is the opening to paragraph three, "*Equal obligatory schooling must be recognized as at least economically unfeasible.*" In other words, regardless of any other failings, it cannot succeed economically and therefore cannot provide equal education.

8. This is an application question. These questions tend to be rather difficult, though this one is not. To answer an application question, put yourself in the author's place. If you were arguing his case, which of the solutions would you advocate?

As to (A), although we rejected the recommendation that obligatory education be eliminated as Question 1's answer, it is the answer to Question 2. The author does not merely imply that obligatory education has some shortcomings; he suggests that it is fundamentally flawed. Again this is made clear by the opening to paragraph three, "*Equal obligatory schooling must be recognized as at least economically unfeasible.*" Still, there is a possible misunderstanding here: perhaps the author believes that obligatory education is a noble but unrealistic idea. This possibility, however, is dispelled by the closing paragraph in which he states that obligatory education polarizes society and sets up a caste system. Obviously, such a system, if this is true, should be discarded. The answer is (A).

The other choices can be easily dismissed. (B) is incorrect because nothing in the passage suggests that the author would advocate a solution that would polarize society even more. Indeed, at the end of paragraph three, he suggests that the rich already get more than their fair share.

(C) is incorrect because it contradicts the author. Paragraph two is dedicated to showing that the United States is too poor to provide equal schooling. You can't divert money you don't have.

Finally, (D) is the second-best answer-choice. Although the author probably believes that future spending should be restrained or capped, this understates the thrust of his argument. However, he might offer this as a compromise to his opponents.

9. This is a description question, so we must find the place from which it is drawn. It is the first paragraph. The sentence “*But increased treatment by both doctors and teachers has shown steadily declining results*” shows that both have reached a point of diminishing returns. This eliminates (A) and (B). Next, the passage states “*Medical expenses concentrated on those above forty-five have doubled several times*” and that the demand and costs of higher education are growing faster than the demand and costs of elementary and high school education. This eliminates (D). Hence, by process of elimination, the answer is (C). We should, however, verify this. In paragraph three, the author does state that there is a “keen” discrepancy in the funding of education between rich and poor, but a survey of the passage shows that at no point does he mention that this is also the case with health care.

10. This is an extension question. We are asked to interpret a statement by the author. The needed reference is the closing sentence to paragraph one. Remember: extension questions require you to go beyond the passage, so the answer won’t be explicitly stated in the reference—we will have to interpret it.

The implication of President Nixon’s promise is that despite increased educational funding many children cannot even read when they graduate from school. Hence the answer is (B).

Don’t make the mistake of choosing (C). Although at first glance this is a tempting inference, it would be difficult to compare the results of education and medical care directly (how would we do so?). Regardless, the opening line to the passage states that educational costs have risen “almost as fast” as medical costs, not faster.

(A) is incorrect because the passage never mentions the aging of the population.

Many students who cannot solve this question choose (D)—don’t. It uses as bait language from the passage, “*inevitably polarizes a society.*” Note: The phrase “Right to Read” in (B) is not a same language trap; it is merely part of a paraphrase of the passage. The correct answer to an extension question will often both paraphrase and extend a passage statement but will not quote it directly, as in (D).

11. Like most tone questions this one is rather easy. Although choice (A) is a measured response, the author clearly does not admire the obligatory school system. This eliminates (A); it also eliminates (C). Of the two remaining choices, (B) is the measured response, and it is the answer. Although the author strongly opposes obligatory schooling, “resentful” is too strong and too personal. A scholar would never directly express resentment or envy, even if that is his true feeling.

12. This is another extension question. By stating that the amount of funding spent on graduate students is more than 350 times the amount spent on the average citizen, the author implies that it would be impossible to equalize the funding. Hence the answer is (B).

None of the other choices have any real merit. (A) is incorrect because the import of the passage is that the rich get better schooling and more public funds in the United States and therefore discrimination is “keener” here.

(C) is incorrect because it is neither mentioned nor implied by the passage.

(D) is the second-best choice. Although this is implied by the numbers given, it has little to do with the primary purpose of the passage—to show that obligatory education is perhaps not such a good idea.

13. The sentence introduced by the pivotal word “But” gives away the answer to this question.

The answer is (E).

14. This is a rather hard extension question.

Hint: A subjugated minority group has at least the “unmistakable knowledge of oppression” (last paragraph).

Don’t make the mistake of choosing (D). Upper class minorities have simply exchanged one tainted point of view for another—and probably a more tainted one since the adopted position does not allow for knowledge of “oppression.”

The answer is (B).

15. This application question clearly goes well beyond the passage.

If no new ethnic groups were incorporated into the American culture, then the interplay between the larger and smaller groups would continue, with both groups changing, until there would be only one common (and different from any original) group. The answer is (A).

16. This is an extension question. You may find the classification of these problems as “application” or “extension” to be somewhat arbitrary or even disagree with a particular classification. As mentioned before, application and extension questions differ only in degree. Question 3 is clearly an application question; by asking you to make a conjecture about the future, it goes well beyond the passage. How to classify Question 4, however, is not so clear. I classified it as an extension question because it seems to be asking merely for the author’s true meaning of the phrase “the politics of identity.” That is, it stays within the context of the passage.

Don’t be led astray by (B); it uses the word “political” to tempt you. Although it is perhaps a good description, it is not within the context of the passage, which focuses on ethnic politics, not national identities through “roots.”

The answer is (D).

17. Like most tone questions this one is rather easy.

To get a feel for the author's attitude, check the adjectives he chooses. The author starts by introducing the "kindlier" version of multiculturalism and describes a proponent of multiculturalism, Phillip Green, as "thoughtful." Then he introduces the "hard liners" who "damn" any attempt at cultural assimilation. He feels that the movement has changed; that it has gone bad.

The answer is (B).

18. This is an another extension question.

Hint: The answer can be derived from the pivotal sentence containing "however"
(2). The answer is (B).

19. The first item is a main idea question.

As we found by previewing the topic sentences, the passage is about the efficacy of placebo treatment. Careful reading shows that the passage also promotes expanded use of placebos. Hence the answer is (A).

The other choices can be quickly dismissed. (B) is the second-best choice: the author *does* mention that modern distribution techniques can bring the curative power of placebos to everyone, but he does not fully develop that idea. This answer-choice is tempting because it is contained in the topic paragraph. As to (C), it overstates the author's claim. Although in the third paragraph, the author states that those who receive the placebos may be the lucky ones, this is referring to new, unproven drugs, not to established drugs. As to (D), it, like (B), is mentioned in the passage but is not fully developed. It's tempting because it appears in the last paragraph—a natural place for the conclusion.

20. The second item is an application question.

The information needed to answer this question is heralded by the pivotal phrase "Even though". The implication of that sentence is "you get what you pay for." This would motivate one to buy the most expensive item in a manufacturer's line. Hence the answer is (C).

21. The third item is a description question.

Since this is a description question, you must refer to the passage to answer it. The opening sentence to paragraph two contains the needed information. That sentence states "Every drug would prove effective if special steps were not taken to neutralize the placebo effect." Hence the answer is (C).

Choice (D) illustrates why you must refer directly to the passage to answer a description question: unless you have a remarkable memory, you will be unsure whether the statement was that all or that most drugs would prove effective.

22. The fourth item is an extension question.

The answer is (A). One of the first clues to the author’s view on this issue is contained in the pivotal clause “yet the patient . . . effective drug”. Later, in paragraph six, the author nearly advocates that the patient should not be told that he or she might be receiving a placebo. Finally, the closing line of the passage cinches it. There, the author implies that certain principles *can be* sacrificed for the greater good of the patients.

23. The fifth item is a writing technique question.

In the first paragraph the author claims that placebos can cure everything from dandruff to leprosy—this is a result. Then in paragraphs two, three, four, and five, he explains the causes of the result. Finally, he alludes to an application—the placebo treatment centers. The answer is (C).

24. The sixth item is a tone question.

This question is a little tricky. Only choices (A) and (B) have any real merit. Although the passage has a detached, third-person style, the author nonetheless *does* present his opinions—namely that placebos work and that their use should be expanded. However, that advocacy is reserved, so the answer is (A).

The other choices can be quickly eliminated:

“Summary dismissal” is not supported by the passage. Besides, a scholar would never summarily dismiss something; he would consider it carefully—or at least give the impression that he has—before rejecting it. This eliminates (C).

Given the human ego, we are unlikely to admit that we don’t understand the subject we are writing about. This eliminates (D).

25. This is an extension question. The second paragraph contains the information needed to answer it. There the author states that women, fire, and dangerous things belong to a category called *balan* in an Australian aboriginal language, which is not simply based on common properties. This eliminates Statement I and confirms Statement II.

The answer is (B).

26. This is a description question, so we must find the points in the passage from which the statements were drawn. Remember, the answer to a description question will not directly quote a statement from the passage, but it will be closely related to one—often a paraphrase. The needed references for Statements I, II, and III are all contained in the closing paragraph.

The answer is (D).

27. This is one of the few questions that does not easily fit into any of the six question types. Nevertheless, our work in the arguments section has prepared us for this type of question. Remember: to weaken an argument, attack one or more of its premises. Now the implication of the title is that *women, fire, and dangerous things* do not have anything in common. To weaken this implication, the answer should state that all things in the *balan* category have something in common.

The answer is (C).

28. This is an extension question; we are asked to draw a conclusion based on the passage.

Hint: The thrust of the passage is that commonality is not the only way to categorize things.

The answer is (A).

29. This is an application question; we are asked to complete a thought for the author.

Most of the third paragraph is introducing the prototype theory of categorization. But in the last sentence the author changes direction somewhat—without any notice, as is typical of his style. Now he is discussing the importance of the ability to categorize. The clause “*Without the ability to categorize, we could not function at all*” indicates that this ability is fundamental to our very being.

Be careful not to choose (D). Although it is probably true, it is too specific: in the final sentence the author is discussing categorization in general.

The answer is (A).

30. Previewing the first sentence of each paragraph shows that the passage is about restricting travel of HIV-positive persons and that the authors feel there should be no restrictions. There are two pivotal words: “however”, and “Rather than”, which introduces the concluding paragraph.

This is a description question, so we must find the point in the passage from which the question is drawn. It is the opening sentence to paragraph two. There it is stated that countries in the western Pacific and Mediterranean regions have a low incidence of HIV infection and have introduced border restrictions. The answer, therefore, is (C).

31. This is another description question. The answer is (A). This is directly supported by the opening sentence of paragraph four. Note that (A) is a paraphrase of that sentence.

Be careful with (C). Although this is hinted at in paragraph five, it is never directly stated that the public sector is responsible for these costs, only that it would in fact pick up these costs. Remember: A description question must be answered from what is directly stated in the passage, not from what it implies.

32 This is an extension question. The passage states “*U.S. policy has been sharply criticized by national and international organizations.*” Given that this criticism has not caused the United States to change its policies, it must be more concerned with controlling the number of HIV-positive immigrants than with avoiding criticism. The answer, therefore, is (C).

Don’t be tempted by (A); it’s a same language trap. Every word in it is taken from the passage. However, the passage states that over 3 million people were tested for HIV antibodies, not that they were tested “positive” for HIV antibodies.

33. This is another extension question. The authors state that only active tuberculosis should be listed as a dangerous contagious disease. We expect that they would oppose adding HIV to the list. The answer is (C).

34. Although governments have ostensibly restricted the immigration of HIV-positive persons out of fear that they may spread the disease, the authors apparently are referring to financial costs, not costs to public health. This is indicated where they describe heart disease and cancer as non-contagious and costly, yet still admissible. The answer, therefore, is (A).

35. This is an extension question. Statement I is true. This is the essential characteristic of dualistic (right/wrong) thinkers. Statement II is false. Dualistic thinkers grant authority (right thinking) to adults and adult figures. This is clear from the sentence, “*These students are slaves to the generalizations of their authorities.*” Statement III is true since Dualistic thinkers believe *their* group is right and the *other* group is wrong. The answer, therefore, is (D).

36. This is another extension question. Dualistic thinkers probably cannot give cogent arguments for their beliefs since they have adopted them unquestioningly from authority figures; dualistic thinkers do not know (have never thought of) the reasons for which their beliefs are right or wrong. Hence the answer is (B).

37. This is a description question. (A) is false. After carefully thinking through their reasons, committed thinkers are reasonably sure of their position. (B) is also false. Relativistic thinkers make sense of the world, but they have not chosen their position; indeed they cannot even choose a position. (C) is true. Multiplicity thinkers see the world as randomly organized; they can’t see the relationships that connect different positions. (See the first pivotal word, “however” .)

38. This is an extension question. Multiplicity students view all opinions as equally valid. They have yet to learn how to rank opinions(truths)—all votes (thoughts) count equally. The answer is (B).

Note, (C) is offered to humor Republicans. The test-makers sometimes run out of tempting wrong choices. Don’t dwell on such humorous nonsense.

39. This is another description question. (A): No, these are the Multiplists. (B): No, Dualists think this way. (C): No, this describes Relativists. Don't confuse (A) and (C). Multiplists acknowledge no right or wrong; whereas Relativists acknowledge a morality, but one that is context dependent. Hence, by process of elimination, we have learned the answer is (D).
40. This is an application question. Since all the students showed how the characters exemplified the *same* concept of "tragedy," they must be working from a common definition of tragedy (the traditional one). They have accepted "authority's" definition of tragedy and have shown how each character fits it. It never occurred to them that there may be other ways to view a tragedy. Hence they are all dualistic thinkers. The answer is (B).
41. This is a writing technique question. In each paragraph the author shows how a stage of thought evolved from a previous stage—except the dualistic stage, which starts the analysis. Further, the thought process in each stage is illustrated by how it views capital punishment. Hence the answer is (D).
Be careful not to choose (C). Although dualistic thinking certainly is simplistic and provincial, and committed thinking seems to be considered and cosmopolitan, neither of these judgments is stated nor implied by the passage.
42. This is a description question. Paragraph 3 contains the information needed to answer it. There it is stated that the cod population can replenish itself in a few years, but the shark population would take 15 years. Hence the answer is (B).
Don't make the mistake of choosing (C). Although it is certainly supported by the passage, it does not state how this relates to cod—they too may be decreasing in number. (C) uses the true-but-irrelevant ploy.
43. This is a description question. Statement I is true. It is supported by the analogy drawn between lions and sharks. This eliminates (A) and (B). Statement II is false. It is too strong an inference to draw from the information. If sharks were on the verge of extinction, this "could hamper" research. But given that the author does not claim or imply that sharks are near extinction, "would hamper" is too strong. Besides, the author does not state that sharks are being used in research, just that they may be useful in that regard. This eliminates (D). Hence, by process of elimination, we have learned the answer is (C).
44. This is an application question; we are asked to apply what we have learned in the passage to a hypothetical situation. A review of the passage shows that only (B) and (D) have any real merit. But sharks have survived for 400 million years with an extremely low fecundity rate. This eliminates (B). Hence the answer is (D).

45. This is a rather easy tone question. The passage has a matter-of-fact or journalistic tone to it. So the answer is (B).

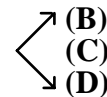
46. This is an extension question. Statement I is incorrect. Like Statement II in Question 9, it overstates the case. Statement II is correct. We know that some species of sharks migrate into the waters of over 20 countries. U.S. quotas alone cannot “protect” these sharks, even if the quotas reduce the rate of killing in U.S. waters. Statement III is incorrect. The environmentalists are angry at the finning fishermen who are over-fishing the waters, there is nothing in the passage to suggest that this anger is also directed towards the chefs. The answer is (B).

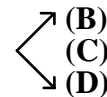
47. By announcing the impending classification, the federal government ironically encourages fishermen to kill as many sharks as they can before the regulations go into effect—stimulating the opposite of what was intended, i.e., the saving of sharks. The answer is (D).

48. This is a description question. (A) is false. The enjoyment of the reader was incidental to Hemingway’s primary purpose—truth-telling. (B) is false, though very tempting. The first half of this item “*to construct a story that would reflect truths*” looks very good. The second half, however, spoils it by adding the qualifier “*not particular to a specific historical period.*” Reviewing the passage reveals no indication that Hemingway is trying to create any kind of “general truth.” In fact, one can argue that Hemingway’s emphasis on developing a strong “sense of place”, and his belief that when trying to tell the truth “I only know what I have seen” support the inference that Hemingway sees truth as subjective, not objective. (C) is also false. The passage gives no indication that Hemingway was interested in the way things “might have been.” (D) is true. This is clearly the author’s interpretation of Hemingway’s purpose. Look at the first few sentences of both the first and the second paragraphs. Notice that this question item emphasizes subjective truth, or the truth “as Hemingway had experienced it.”

Strategy: In this question, you have two choices—(B) and (D)—which at first glance seem very close. Let’s assume you don’t understand exactly why a “close second” is wrong. When confronted with this situation, it’s a good idea to take a few seconds and try to get into the *Question-Writer’s* mindset. What are you missing that the Question-Writer thinks is an important point in this passage? In this case, the Question-Writer is focusing on the subtle point that Hemingway sees his perspective as “subjective,” that certain things, true in some places or to some people, may not be true in other places or to other people. In other words, there is no “objective reality.”

If intuition is the only way to distinguish between the two close choices, then you



should mark them in your test booklet as *close*, perhaps like this , to show that you had to choose between them, and move on. If you have trouble with later questions on the same passage, you may want to go back, analyze the passage, and determine the real difference between the earlier “close pair.” The Question-Writer may be testing the same question from a different angle, in which case time is well spent pondering the issue.

49. This is an extension question. Hemingway effectively equates geography with background, and says that without them “you have nothing.” The author refers to the “geographical groundwork” of Hemingway’s novels. Both of these statements imply that details of place set the stage for other, more important events. Hence the answer is (A). Don’t try to draw a distinction between “geography,” “background,” and “landscape.” The author uses them interchangeably when referring to details of place. Such latitude with labels is often mimicked by the Question-Writers.

Choice (D) is a close second-best. The author indicates that geography, background, and landscape are quite important to Hemingway. In fact, “first” in the opening to paragraph 3 almost indicates that details of place are the most important aspect of his writing. Looking closely, however, we see that the passage gives no indication of Hemingway’s perspective on characters. So no comparison can be made.

50. Hemingway’s primary intent was to project for the reader “the way it was,” as seen through his eyes. The answer is (D).

51. This is an extension question. Statement I is true. The last line of the passage states that the designer’s initials (i.e., the writer’s presence) are made as inconspicuous as possible. Statement II is also true. Readers cannot see “the way it was” if they are looking through another medium (the author). Hemingway appears to say, in effect: “*I’m striving to report exactly what happened (and not my opinions about it). The readers must draw their own conclusions.*” Statement III is false. In fact, a good case could be made that writing only from personal experience would tend to increase, not decrease, the presence of the writer in his writings. The answer is (C).

52. This is an application question; we are asked to put ourselves in Hemingway’s mind. From Hemingway’s statement “I only know what I have seen” and from the author’s assertion that Hemingway refused to honor secondary sources, we can infer that he believed one can “know” only through experience. Hence the answer is (A).

53. This is an extension question. The answer is (B). There is a great parallel here. *Phrase* (in the passage) corresponds to *style* (in the answer-choice), and *concept* corresponds to *content*.

54. This is an extension question. According to the passage, red light would not be significantly deflected and consequently would pass through a relatively direct route from the sun to our eyes. Hence the answer is (C).

55. This is another extension question. Since the passage is a science selection, we should expect a lot of extension questions. (A): No, if anything, blue light would exert more energy. (B): No. We can not infer this. The collision of blue light with particles in the air is the reason for a blue sky, not for lightning. (C): No. Speed of light is not mentioned in the passage. (D): Yes. Blue light has a shorter wavelength, consequently it has more energy than red light.

56. This is an application question since it introduces new information about water waves and asks us to conclude how the behavior of light waves might be similarly affected. Given this information, however, we can justify no conclusion about whether light waves imitate water waves in this new regard. The analogy might hold or it might break down. We don't yet know. (To find out we would have to do an experiment using light.) The answer is (D).

57. (A): No. We do not know anything about a "variety" of obstacles; even if we did, we would have no reason to assume that light is constituted of different colors. (B): Yes. Rainbows occur because light is constituted of many colors. (C): No. This is a distortion, and it sounds illogical to boot. (D): No. This gives no reason to assume that light is constituted of many colors.

58. (A): No. Although dust is mentioned as one of the three important obstacles, we simply do not have enough information to conclude how dust density would change sky color. (B): No. While this idea may fit with the common lore that a lot of dust in the air creates great, red sunsets, the passage itself gives no basis to any conclusion regarding color change. (C): No. Same reason as in (A) and (B). (D): Yes. There is not enough information in the passage to determine a relationship between color change and dust density. The dust may give off a certain color of its own—we can't say for certain.

59. Statement I is true. There are obviously more particles on a horizontal than a vertical path. The glowing red sky is reasonable evidence for some diffusion. Note that Question 24 asks "what can we *conclude*" while this question asks what seems *plausible* (what "would seem to be explained"). So, while we are attempting to make very similar inferences in both questions, what we can do with the data depends, among other things, on the degree of certainty requested. Statement II is true. The path of evening light probably has a greater average density, since it spends more time passing through a zone of thicker atmosphere. It is reasonable to assume this significantly greater density, or the absolute number of particles, might present an obstacle to blue light. Statement III is false. There are two things wrong with this answer: (1) red light waves are not short, relative to blue; (2) we do not know that waves with more energy will more readily pass through obstacles. The passage, in fact, implies just the opposite. The answer is (C).

60. (A): No. Water waves offer only a model for light waves. As a model, they are identical in some ways but not in others. (B): No. This is not implied by the passage. What they have in common is the way they act when they impinge on obstacles. (C): No. Waves of water are used as a model because they have much in common with waves of light. (D): Yes. See explanation for (A).

61. The author mentions which one of the following as an example of the influence of Black folk culture on Hughes's poetry?
- (A) his exploitation of ambiguous and deceptive meanings
 - (B) his care and craft in composing poems
 - (C) his use of naming and enumeration
 - (D) his use of first-person narrative
 - (E) his strong religious beliefs

This is a description question, so we must find the point in the passage from which it is drawn. The needed information is contained in the passage. There it is stated that Hughes's poems have the mark of Black folk culture—"contain many instances of naming and enumeration." The answer is (C).

The other choices are easily dismissed. Choices (A), (D), and (E) are not mentioned in the passage. Choice (B) is second best. The passage states that Hughes used craft and care in composing his poems. However, this was not due to the influence of Black folk culture.

62. The author suggests that the "deceptive veil" in Hughes's poetry obscures
- (A) evidence of his use of oral techniques in his poetry
 - (B) evidence of his thoughtful deliberation in composing his poems
 - (C) his scrupulous concern for representative details in his poetry
 - (D) his incorporation of Western European literary techniques in his poetry
 - (E) his engagement with social and political issues rather than aesthetic ones

This is an inference question. We are asked to interpret the author's remarks. The key phrase for answering this question—"carefully and artfully"—is introduced by the pivotal sentence containing "yet". The metaphor "a deceptive veil of artlessness" implies that the poems have an appearance of innocence and spontaneity while in fact they are "carefully and artfully crafted." The answer is (B).

63. With which one of the following statements regarding *Jubilee Songs of the United States* would the author be most likely to agree?
- (A) Its publication marked an advance in the intrinsic quality of African American art.
 - (B) It paved the way for publication of Hughes's *The Weary Blues* by making African American art fashionable.
 - (C) It was an authentic replication of African American spirituals and "sorrow songs."
 - (D) It demonstrated the extent to which spirituals were adapted in order to make them more broadly accepted.
 - (E) It was to the spiritual what Hughes's *The Weary Blues* was to secular songs and stories.

This is an author application question. By asking us to speculate on what the author might agree with, the question goes well beyond the passage. The information needed to

answer it is introduced by the pivotal word “but”. The key is the sentence “*Clearly, the artistic work of Black people could be used to promote racial acceptance and integration only on the condition that it became Europeanized.*” In other words, before spirituals could be accepted, they had to adopt Western European literary styles. The answer is (D).

As to the other choices, the author would disagree with (A). The sentence “*Clearly, the artistic work of Black people could be used to promote racial acceptance and integration only on the condition that it became Europeanized*” implies that one had to “sell out” to get Black spirituals accepted—this is not an advancement. Choice (B) is false. *The Weary Blues* broke from the traditions of African American literature exemplified by *Jubilee Songs of the United States*. The author would disagree with (C). Since *Jubilee Songs of the United States* adopts Western European literary styles, it is not an authentic replication of African American spirituals. Finally, choice (E) is neither mentioned nor implied by the passage.

64. The author most probably mentions the reactions of northern White writers to non-Europeanized “sorrow songs” in order to
- (A) indicate that modes of expression acceptable in the context of slavery in the South were acceptable only to a small number of White writers in the North after the Civil War
 - (B) contrast White writers’ earlier appreciation of these songs with the growing tendency after the Civil War to regard Europeanized versions of the songs as more acceptable
 - (C) show that the requirement that such songs be Europeanized was internal to the African American tradition and was unrelated to the literary standards or attitudes of White writers
 - (D) demonstrate that such songs in their non-Europeanized form were more imaginative than Europeanized versions of the same songs
 - (E) suggest that White writers benefited more from exposure to African American art forms than Black writers did from exposure to European art forms

This is another author application question: We are asked to interpret the author’s intent. The author states that in 1862 northern White writers expressed appreciation of “sorrow songs.” However, sixty years later, the fashionable portrayal of these spirituals was in a Europeanized format, presumably because the original versions were not popular nor accepted among White audiences. The answer is (B).

65. The passage suggests that the author would be most likely to agree with which one of the following statements about the requirement that Black writers employ Western European literary techniques?
- (A) The requirement was imposed more for social than for aesthetic reasons.
 - (B) The requirement was a relatively unimportant aspect of the African American tradition.
 - (C) The requirement was the chief reason for Hughes's success as a writer.
 - (D) The requirement was appropriate for some forms of expression but not for others.
 - (E) The requirement was never as strong as it may have appeared to be.

This is yet another author application question. The key to this question is again the sentence “*Clearly, the artistic work of Black people could be used to promote racial acceptance and integration only on the condition that it became Europeanized.*” In other words, the requirement was imposed for social—not artistic—reasons. The answer is (A).

66. Which one of the following aspects of Hughes's poetry does the author appear to value most highly?
- (A) its novelty compared to other works of African American literature
 - (B) its subtle understatement compared to that of other kinds of folk literature
 - (C) its virtuosity in adapting musical forms to language
 - (D) its expression of the folk culture of Black people
 - (E) its universality of appeal achieved through the adoption of colloquial expressions

This is an author application question. Expect many application questions with literary passages since these passages tend to be subjective. This question is hard since the second-best choice—(A)—is rather good. At the time of publication, *The Weary Blues* was novel since it broke from the traditions of African American literature, and the author expresses admiration for this “rebellion.” However, the opening to paragraph two shows that the author valued even more highly “*Hughes's expression of the vibrant folk culture of Black people,*” which “*established his writing as a landmark in the history of African American literature.*” The answer is (D).

Regarding the other choices. Although “understatement” is mentioned in the passage, it is not elaborated on. This eliminates (B). Choice (C) is superficially tempting. There is a long discussion of “sorrow songs,” but this example merely illustrates how Black culture had to be Europeanized to be accepted. The bulk of the passage is about Hughes's poetry. Finally, choice (E) is not supported by the passage. The author states that Hughes's writing helped broaden the linguistic range of African American literature but does not imply that this was due to a universal appeal of Hughes's writings. In fact, because Hughes rebelled against cultural norms, it is likely his writings did not have universal appeal.

67. The passage provides information to answer all of the following questions EXCEPT:
- (A) During what period did the railroad reach the zenith of its popularity in the United States?
 - (B) How extensive was the impact of the railroad on the Industrial Revolution in the United States, relative to that of other modern innovations?
 - (C) Who are some of the writers of the 1830s who expressed ambivalence toward the railroad?
 - (D) In what way could Stilgoe have strengthened his argument regarding intellectuals' attitudes toward the railroad in the years after the 1880s?
 - (E) What arguments did the writers after the 1880s, as cited by Stilgoe, offer to justify their support for the railroad?

This is a description question. We must find the points in the passage from which each wrong answer-choice is drawn. Choice (A) is mentioned in the passage. The passage states the railroad reached its zenith between 1880 and 1930. Eliminate (A). Choice (B) is mentioned in the passage. The opening to the passage states, "*the railroad had the most far-reaching impact on major events . . . particularly on the Industrial Revolution.*" Eliminate (B). Choice (C) is mentioned in the passage. The second paragraph states that in the 1830s Thoreau and Hawthorne expressed an appreciation of the railroad's ability to move people and things from one place to another but they also expressed concern about the new kind of economy and culture it forced on the land. In other words, they were ambivalent toward the railroad. Eliminate (C). Choice (D) is mentioned in the passage. The author says Stilgoe's argument would have been stronger had he analyzed the work of Frank Norris, Eugene O'Neill, or Henry Adams. Eliminate (D). Hence, by process of elimination, the answer is (E).

68. According to the author of the passage, Stilgoe uses the phrase "romantic-era distrust" to imply that the view he is referring to was
- (A) the attitude of a minority of intellectuals toward technological innovation that began after 1830
 - (B) a commonly held attitude toward the railroad during the 1830s
 - (C) an ambivalent view of the railroad expressed by many poets and novelists between 1880 and 1930
 - (D) a critique of social and economic developments during the 1830s by a minority of intellectuals
 - (E) an attitude toward the railroad that was disseminated by works of popular culture after 1880

This is another description question. We must read several lines before and after the reference to get the proper perspective. There the author mentions "*public attitudes toward the railroad.*" That is, the commonly held attitude toward the railroad during the 1830s. The answer is (B).

Regarding the other choices. Choices (A), (C), and (D) are all opinions of the author, not of Stilgoe. Choice (E) is not mentioned in the passage.

69. According to the author, the attitude toward the railroad that was reflected in writings of Henry James, Sinclair Lewis, and F. Scott Fitzgerald was
- (A) influenced by the writings of Frank Norris, Eugene O’Neill, and Henry Adams
 - (B) similar to that of the minority of writers who had expressed ambivalence toward the railroad prior to the 1880s
 - (C) consistent with the public attitudes toward the railroad that were reflected in works of popular culture after the 1880s
 - (D) largely a reaction to the works of writers who had been severely critical of the railroad in the 1830s
 - (E) consistent with the prevailing attitude toward the railroad during the 1830s

This is yet another description question. “*When he glances at the treatment of railroads by writers like Henry James, Sinclair Lewis, or F. Scott Fitzgerald, what comes through in spite of Stilgoe’s analysis is remarkably like Thoreau’s feeling of contrariety and ambivalence.*” In other words, these writers expressed an ambivalence toward the railroad similar to that of writers before 1880. The answer is (B).

As to the other choices, (A), (C), and (D) are not mentioned in the passage. Choice (E) expresses Stilgoe’s view, not the author’s.

70. It can be inferred from the passage that the author uses the phrase “works of popular culture” primarily to refer to the
- (A) work of a large group of writers that was published between 1880 and 1930 and that in Stilgoe’s view was highly critical of the railroad
 - (B) work of writers who were heavily influenced by Hawthorne and Thoreau
 - (C) large volume of writing produced by Henry Adams, Sinclair Lewis, and Eugene O’Neill
 - (D) work of journalists, novelists, and illustrators who were responsible for creating enthusiasm for the railroad during the 1830s
 - (E) work of journalists, novelists, and illustrators that was published after 1880 and that has received little attention from scholars other than Stilgoe

This is an inference question. We are asked to draw an inference from the passage. The author says that Stilgoe has unearthed a large volume of previously unknown work. But he implies that these “works of popular culture” are irrelevant to Stilgoe’s argument. In other words, all that Stilgoe has done is expose a large volume of previously unknown work. The answer is (E).

The other choices are easily dismissed. Choice (A) contradicts Stilgoe’s assertion that ambivalence toward the railroad disappeared after the 1880s. Choices (B) and (C) are not mentioned in the passage. Finally, choice (D) is false. The material is from the 1880s and after, not the 1830s.

71. Which one of the following can be inferred from the passage regarding the work of Frank Norris, Eugene O'Neill, and Henry Adams?
- (A) Their work never achieved broad popular appeal.
 - (B) Their ideas were disseminated to a large audience by the popular culture of the early 1800s.
 - (C) Their work expressed a more positive attitude toward the railroad than did that of Henry James, Sinclair Lewis, and F. Scott Fitzgerald.
 - (D) Although they were primarily novelists, some of their work could be classified as journalism.
 - (E) Although they were influenced by Thoreau, their attitude toward the railroad was significantly different from his.

This is another inference question. As mentioned in the solution to Question 7, the author implies that the work of these authors supports Stilgoe's assertion that ambivalence toward the railroad ended after 1880. The answer is (C).

72. It can be inferred from the passage that Stilgoe would be most likely to agree with which one of the following statements regarding the study of cultural history?
- (A) It is impossible to know exactly what period historians are referring to when they use the term "romantic era."
 - (B) The writing of intellectuals often anticipates ideas and movements that are later embraced by popular culture.
 - (C) Writers who were not popular in their own time tell us little about the age in which they lived.
 - (D) The works of popular culture can serve as a reliable indicator of public attitudes toward modern innovations like the railroad.
 - (E) The best source of information concerning the impact of an event as large as the Industrial Revolution is the private letters and journals of individuals.

This is an author application question. By asking us to speculate on Stilgoe's view toward the study of cultural history, the question goes well beyond the passage. All of Stilgoe's conclusions concerning public attitudes toward the railroad are based on works of popular culture. So underlying Stilgoe's arguments is the assumption that works of popular culture can reliably measure public opinion. The answer is (D).

73. The primary purpose of the passage is to
- (A) evaluate one scholar's view of public attitudes toward the railroad in the United States from the early nineteenth to the early twentieth century
 - (B) review the treatment of the railroad in American literature of the nineteenth and twentieth centuries
 - (C) survey the views of cultural historians regarding the railroad's impact on major events in United States history
 - (D) explore the origins of the public support for the railroad that existed after the completion of a national rail system in the United States
 - (E) define what historians mean when they refer to the "romantic-era distrust" of the railroad

Like most main point questions, this one is rather easy. The passage is a critique of Stilgoe's view of public attitudes toward the railroad. This is made explicit by, among other places, the closing of paragraph one (the typical place for the main point to be stated) and the openings of paragraphs two and three. The answer is (A).

Remember, the answer to a main point question will summarize the passage without going beyond it. (B) violates these criteria by *overstating* the scope of the passage. The passage does mention many works of literature. But this is done only to illustrate how Stilgoe used literature to support his views, or how the author felt Stilgoe should have used literature. Choice (C) also *overstates* the scope of the passage. The only cultural historian mentioned in the passage is Stilgoe. Choice (D) makes a false claim. Although the origins of intellectuals' opposition to railroads is discussed (their attitude was a reaction against the prevailing opinion that railroads were an unqualified improvement), the origins of public support for the railroads is not discussed. Choice (E) violates the criteria by *understating* the scope of the passage. Defining the "romantic-era distrust" is only a small part of the passage.

74. (A) No. Just the opposite: working women typically must choose between occupational and child-care responsibilities. "*Conventional full-time workdays, especially when combined with unavoidable household duties, are too inflexible for parents with primary child-care responsibility.*"

(B) No. The passage concludes that "*As long as the labor market remains hostile to parents, and family roles continue to be allocated on the basis of gender, women will be seriously disadvantaged in that labor market.*" However, to rectify this situation, the author does not indicate whether he believes that traditional family roles should be changed or that the workplace should be modified.

(C) No. The passage does not state that single fathers can avoid employment disadvantages, just that there are far fewer single fathers than single mothers who are affected by child-care responsibilities.

(D) No. This distinction is not made in the passage.

(E) Yes. This is indicated by the last sentence of the first paragraph and the last sentence of the passage: "*Conventional full-time workdays, especially when combined with unavoidable household duties, are too inflexible for parents with primary child-care responsibility.... Indeed, as long, as the labor market remains hostile to parents, and family roles continue to be allocated on the basis of gender, women will be seriously disadvantaged in that labor market.*"

75. (A) No. This is backwards. It is one-third of the working mothers who are part-time workers: *“For example, approximately one-third of all working mothers are employed only part-time, even though part-time jobs are dramatically underpaid and often less desirable in comparison to full-time employment.”*

(B) No. This distinction is not made in the passage. It is stated that part-time work offers fewer opportunities for advancement for all employees.

(C) No. Nowhere does the passage state that part-time work often requires employees to work during holidays.

(D) Yes. *“Even though part-time work is usually available only in occupations offering minimal employee responsibility and little opportunity for advancement or self-enrichment, such employment does allow many women the time and flexibility to fulfill their family duties, but only at the expense of the advantages associated with full-time employment.”*

(E) No. There is no mention that part-time jobs can be a stepping-stone to better positions. In fact, the passage implies that part-time jobs offer little or no career advancement.

76. (A) No. They are less burdened: *“Although a small but increasing number of working men are single parents, those barriers against successful participation in the labor market that are related to primary child-care responsibilities mainly disadvantage women.”*

(B) No. There is no indication in the passage that fathers are absorbed in their jobs or that they are unaware of the injustice going on around them.

(C) Yes. This is directly implied by the second paragraph, in particular the following sentence: *“Even in families where both parents work, cultural pressures are traditionally much greater on mothers than on fathers to bear the primary child-rearing responsibilities.”*

(D) No. There is no indication in the passage that working fathers in two-parent families prevent women from competing with men for career opportunities.

(E) No. There is no indication in the passage that working fathers in two-parent families insist on traditional roles in the family.

77. (A) No. Full-time jobs are available to women; however, working women cannot take those jobs because of family responsibilities.

(B) Yes. The third paragraph points out that despite all the negative aspects of part-time employment, working mothers still accept such positions because they do allow *“women the time and flexibility to fulfill their family duties.”*

(C) No. The low wages of part-time employment are a bridge (albeit inadequate) not a barrier to working mothers: *“For example, approximately one-third of all working mothers are employed only part-time, even though part-time jobs are dramatically underpaid and often less desirable in comparison to full-time employment. Even though part-time work is usually available only in occupations offering minimal employee responsibility and little opportunity for advancement or self-enrichment, such employment does allow many women the time and flexibility to fulfill their family duties, but only at the expense of the advantages associated with full-time employment.”*

(D) No. The barrier to successfully mixing family and career is not the limited advancement opportunities for nonprofessional employees (which presumably exist for both parents and non-parents). Rather, working parents face difficulties because the structure of the workplace forces them to choose between career advancement and family responsibilities.

(E) No. The question refers to working parents in general, not just to working mothers.

78. (A) No. Day care is inadequate because *“children need more than tending; they also need meaningful time with their parents.”*

(B) No. *“Although day-care services can resolve some scheduling conflicts between home and office, workers cannot always find or afford suitable care.”*

(C) No. *“Although day-care services can resolve some scheduling conflicts between home and office, workers cannot always find or afford suitable care.”*

(D) Yes. This problem is best solved by elimination:

Choice (A) is suggested: *“Moreover, children need more than tending; they also need meaningful time with their parents.”*

Choice (B) is suggested: *“Although day-care services can resolve some scheduling conflicts between home and office, workers cannot always find or afford suitable care.”*

Choice (C) is suggested: *“Although day-care services can resolve some scheduling conflicts between home and office, workers cannot always find or afford suitable care.”*

Choice (E) is suggested: *“Even when they obtain such [day] care, parents must still cope with emergencies, such as illnesses, that keep children at home.”*

Hence, by process of elimination, the answer is (D).

(E) No. *“Even when they obtain such [day] care, parents must still cope with emergencies, such as illnesses, that keep children at home.”*

79. (A) Yes. This problem is best solved by elimination:

Choice (B) is mentioned *“In reconciling child-rearing responsibilities with participation in the labor market, many working mothers are forced to make compromises. For example, approximately one-third of all working mothers are employed only part-time...”*

Choice (C) is mentioned *“In reconciling child-rearing responsibilities with participation in the labor market, many working mothers are forced to make compromises. For example, approximately one-third of all working mothers are employed only part-time,.... Even though part-time work is usually available only in occupations offering minimal employee responsibility and little opportunity for advancement or self-enrichment, such employment does allow many women the time and flexibility to fulfill their family duties,...”*

Choice (D) is mentioned: *“Thus, women in education are more likely to become teachers than school administrators, whose more conventional full-time work schedules do not correspond to the schedules of school-age children,....”*

Choice (E) is mentioned: *“... cultural pressures are traditionally much greater on mothers than on fathers to bear the primary child-rearing responsibilities.... many working mothers are forced to make compromises. For example, approximately*

one-third of all working mothers are employed only part-time, even though part-time jobs are dramatically underpaid and often less desirable in comparison to full-time employment.”

Hence, by process of elimination, the answer is (A).

(B) No. *“In reconciling child-rearing responsibilities with participation in the labor market, many working mothers are forced to make compromises. For example, approximately one-third of all working mothers are employed only part-time, even though part-time jobs are dramatically underpaid and often less desirable in comparison to full-time employment.”*

(C) No. *“In reconciling child-rearing responsibilities with participation in the labor market, many working mothers are forced to make compromises. For example, approximately one-third of all working mothers are employed only part-time, Even though part-time work is usually available only in occupations offering minimal employee responsibility and little opportunity for advancement or self-enrichment, such employment does allow many women the time and flexibility to fulfill their family duties, but only at the expense of the advantages associated with full-time employment.”*

(D) No. *“Thus, women in education are more likely to become teachers than school administrators, whose more conventional full-time work schedules do not correspond to the schedules of school-age children, while female lawyers are more likely to practice law in trusts and estates, where they can control their work schedules, than in litigation, where they cannot.”*

(E) No. *“. . . Even in families where both parents work, cultural pressures are traditionally much greater on mothers than on fathers to bear the primary child-rearing responsibilities. In reconciling child-rearing responsibilities with participation in the labor market, many working mothers are forced to make compromises. For example, approximately one-third of all working mothers are employed only part-time, even though part-time jobs are dramatically underpaid and often less desirable in comparison to full-time employment.”*

80. (A) Yes. If the status quo remains, since nearly all the child-care responsibilities are placed on women and not men, men will remain better able to enjoy the career and salary opportunities offered by the labor market.

(B) No. The point of the passage is that men have advantages over women in the workplace because they do not carry equally the burden of child-care responsibilities. There is no mention that men are indifferent to this inequity.

(C) No. This contradicts the point of the passage: that men have advantages over women in the workplace because they do not carry equally the burden of child-care responsibilities.

(D) No. Men who do not have primary child-rearing responsibilities will continue to enjoy more advantages in the workplace than their female counterparts. The passage implies that working fathers with child-care responsibilities suffer the same difficulties as do working mothers.

(E) No. This goes far beyond the scope of the passage. The passage discusses only the institutions that involve work and child care.

81. (A) No. The author is criticizing the assertion that John Webster was not a competent playwright.

(B) No. The author is criticizing the commonly held view that John Webster was not a competent playwright.

(C) No. Though the author does offer an explanation for the apparent contradictions in John Webster's characters, he does so not to answer an unresolved question but to counter the assertion that John Webster was not a competent playwright.

(D) Yes. The author is pointing out that those who criticize the works of John Webster fail to recognize the subtle complexity of his tragedies. Hence, the critics incorrectly attribute seeming contradictions in a character's personality to poor writing.

(E) No. The author is describing an opposing viewpoint: that John Webster was not a competent playwright. But he does so to introduce the main idea—that Webster's plays are more complex and subtle than critics realize.

82. (A) Yes. *"Yet Webster seems not to have been as heavily influenced by the morality play's model of reality [a battle between good and evil] as were his Elizabethan contemporaries; he was apparently more sensitive to the more morally complicated Italian drama than to these English sources."*

(B) No. Most Elizabethan tragedies were derived from Renaissance and medieval theater, not from Italian sources.

(C) No. The author states that critics do not understand John Webster's works, but he does not suggest that critics do not understand the works that influenced Webster.

(D) No. It is the Renaissance and medieval theater that have recently been discovered to illuminate Elizabethan drama. But it was Italian drama that influenced Webster.

(E) No. The author implies that the critics of Webster do not realize that the true source for Webster's plays was Italian drama.

83. (A) No. The commonly held view of Webster's plays apparently overlooks Aristotle's view of tragedy. The author introduces Aristotle to support his own, novel interpretation.

(B) Yes. *"The ancient Greek philosopher Aristotle implied that such contradictions [a character that is both good and evil] are virtually essential to the tragic personality, and yet critics keep coming back to this element of inconsistency as though it were an eccentric [odd] feature of Webster's own tragic vision."*

(C) No. The author is suggesting that Webster's tragedies should be viewed from the perspective of the Greek tragedy.

(D) No. The modern (Elizabethan) approach views tragedy as a battle between pure good and pure evil, while the classical (Aristotelian) approach sees internal contradictions and duality of character as the essence of tragedy.

(E) No. The author is criticizing recent scholarship (critics).

84. (A) No. Modern critics fail to see the duality of human nature—that a person can have both good and evil characteristics—as an essential part of Webster’s ambiguous characters. The critics see these characters as a flaw in Webster’s work, a view the author criticizes.

(B) No. Modern critics’ interpretations of Webster’s tragedies are invalid precisely because they fail to realize that Webster’s conception of the tragic personality is similar to that of Aristotle.

(C) Yes. The point of the passage is that the critics inappropriately view Webster’s tragedies from the perspective of a morality play rather than from the perspective of Italian drama. Had Webster been more heavily influenced by morality plays, the critics would be correct in attacking the competency of his work.

(D) No. This would make their interpretations even less valid. The critics mistakenly believe that because Webster was an Elizabethan playwright his main influence was the Renaissance morality play. However, Webster was actually influenced more by Italian drama.

(E) No. In his criticism of modern critics, the author praises Webster for creating dramatic conflict which “*is ours as much as that of the characters.*”

85. (A) No. The skill of Elizabethan dramatists is not discussed.

(B) No. Although Webster was an Elizabethan playwright, his work exemplified the conventions that shaped Italian drama, not Elizabethan drama.

(C) Yes. “*Morality plays allegorized that conflict [the battle between good and evil] by presenting characters whose actions were defined as the embodiment of good or evil. This model of reality lived on, overlaid by different conventions, in the more sophisticated Elizabethan works of the following age.*”

(D) No. Although Webster was an Elizabethan playwright, his work was based on Italian drama. So studying his Elizabethan contemporaries would probably yield a mistaken view of his accomplishments, which is what the passage implies.

(E) No. It was Webster’s work, not Elizabethan drama, that was influenced by a composite of Italian and classical sources: “*Yet Webster seems not to have been as heavily influenced by the morality play’s model of reality as were his Elizabethan contemporaries; he was apparently more sensitive to the more morally complicated Italian drama than to these English sources.*”

86. (A) No. Webster’s contemporaries tended to allegorize the conflict between good and evil. His plays were more complicated and subtle, which most modern critics fail to realize.

(B) No. The point of the passage is that the critics inappropriately view Webster’s tragedies from the perspective of a morality play (an English source), rather than from the perspective of Italian drama.

(C) No. The critics fail to realize that Webster’s tragedies were based on the classical definition of tragedy.

(D) No. Modern critics assume that Webster’s work provides some, albeit a flawed, basis for analyzing the moral development of characters: “*[Modern critics] choose what seem to be the most promising of the contradictory values that are dramatized in [Webster’s] play, and treat those values as if they were the only basis for analyzing the*

moral development of the play's major characters, attributing the inconsistencies in a character's behavior to artistic incompetence on Webster's part." This is the method that the author criticizes.

(E) Yes. The point of the passage is that the critics inappropriately view Webster's tragedies from the perspective of a morality play (which was the source for his contemporary Elizabethan playwrights), rather than from the perspective of Italian drama.

87. (A) No. The author argues against those who criticize Webster's conception of tragedy.

(B) No. His was unconventional. His contemporaries based their concept of tragedy on the morality play, whereas Webster based his concept of tragedy on Italian or classical drama.

(C) No. His contemporaries based their conception of tragedy on the morality play. He based his conception of tragedy on Italian or classical drama.

(D) Yes. The conventional Elizabethan conception of tragedy was based on the morality play from English medieval theater, whereas Webster's conception of tragedy was based on Italian drama.

(E) No. The passage states that Webster's conception of tragedy was heavily influenced by the classical conception of tragedy, unlike his contemporaries.

88. (A) No. The passage implies that field experiments with genetically altered Pseudomonas bacteria have yet to be done. "*These prospects lead many to hope that current efforts to assess the risks of deliberate release of altered microorganisms will successfully answer the concerns of opponents.*"

(B) Yes. This is summarized by the final sentences: "*Nevertheless, proponents contend that the prospects for improved agriculture through such methods seem excellent. These prospects lead many to hope that current efforts to assess the risks of deliberate release of altered microorganisms will successfully answer the concerns of opponents and create a climate in which such research can go forward without undue impediment.*"

(C) No. Although the passage discusses the use of genetically altered Pseudomonas syringae to prevent frost damage, it does not discuss using these particular bacteria in the soil surrounding corn plant roots to prevent frost damage. Rather, it discusses modifying bacteria that normally colonize corn roots to prevent insect damage to the plants.

(D) No. This is too narrow. In addition to advocating the genetic alteration of a number of harmful phytopathogens, the researchers also advocate using genetic alteration techniques to "*create organisms with totally new combinations of desirable traits not found in nature.*"

(E) No. The opponents of this type of research are more concerned with the possible dangers than with possible failure. Further, the passage implies that the fears of opponents would be lessened if bacteria released into nature were unable to survive.

89. (A) No. The passage implies that *Pseudomonas fluorescens* bacteria are not the sole cause of soil suppressivity. *“While there may be many reasons for this phenomenon, it is clear that levels of certain bacteria, such as Pseudomonas fluorescens, a bacterium antagonistic to a number of harmful phytopathogens, are greater in suppressive than in nonsuppressive soil.”*

(B) No. The rest of the passage points out that genetic engineering can weaken or eliminate certain phytopathogens. The reader needs to know why this is helpful.

(C) No. The passage does not detail any chemical processes.

(D) Yes. The rest of the passage points out that genetic engineering can weaken or eliminate certain phytopathogens. The first paragraph establishes why this is beneficial.

(E) No. The passage does state that diseases brought on by phytopathogens diminish in severity over time. But it does not state that the diseases eventually disappear. Nor does the passage state that crop rotation is unnecessary.

90. (A) No. We do not know whether or not *Pseudomonas fluorescens* would be present in the soil. We know only that since the crop plants are already impervious to parasitical organisms any *Pseudomonas fluorescens* present would probably have no beneficial effect on the crops.

(B) No. The *Pseudomonas fluorescens* bacteria would merely be unnecessary since the crops are impervious to parasitical organisms.

(C) Yes. *Pseudomonas fluorescens* bacteria are beneficial because they attack parasitical organisms. However, if the crops are already impervious to these parasites, then the bacteria would probably have no beneficial effect on the crops.

(D) No. The discussion suggests that the yield would be greater, but not necessarily quicker.

(E) No. This is independent of the discussion.

91. (A) No. *“Cultivation of a single crop on a given tract of land leads eventually to decreased yields. One reason for this is that harmful bacterial phytopathogens, organisms parasitic on plant hosts, increase in the soil surrounding plant roots. The problem can be cured by crop rotation, denying the pathogens a suitable host for a period of time.”*

(B) No. There is no indication in the passage that *Pseudomonas fluorescens* bacteria increase when crops are rotated. Rather, the passage implies that phytopathogens decrease when crops are rotated: *“Cultivation of a single crop on a given tract of land leads eventually to decreased yields. One reason for this is that harmful bacterial phytopathogens, organisms parasitic on plant hosts, increase in the soil surrounding plant roots. The problem can be cured by crop rotation, denying the pathogens a suitable host for a period of time.”*

(C) No. Although the passage discusses experimental crops whose roots produce insecticidal compounds, there is no implication that crop rotation is used to protect other plants from phytopathogens. Rather, the passage implies that crop rotation decreases phytopathogens by *“denying the pathogens a suitable host for a period of time.”*

(D) No. We cannot determine from the passage whether phytopathogenic bacteria are responsible for the majority of plant diseases. Besides, even if this is the case, it does not explain why crop rotation can increase yields.

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(E) Yes. *“Cultivation of a single crop on a given tract of land leads eventually to decreased yields. One reason for this is that harmful bacterial phytopathogens, organisms parasitic on plant hosts, increase in the soil surrounding plant roots. The problem can be cured by crop rotation, denying the pathogens a suitable host for a period of time.”*

92. (A) Yes. *“Proponents, on the other hand, argue that this particular strain is altered only by the removal of the gene responsible for the strain’s propensity to cause frost damage, thereby rendering it safer than the phytopathogen from which it was derived.”*

(B) No. The passage does not discuss the viability of altered bacteria in natural environments.

(C) No. This is not mentioned in the passage.

(D) No. The passage states only that the altered bacteria were antagonistic to (“crowded out”) the unaltered strain of the same bacteria.

(E) No. The passage does not discuss the experimental procedures used to test the bacteria.

93. (A) No. This is irrelevant.

(B) No. The passage indicates that the altered *Pseudomonas syringae* are derived from the natural strain which does cause damage to crops. Prevention of this damage is the reason for the alteration.

(C) No. This is irrelevant.

(D) Yes. If a gene has dual roles—one harmful and one beneficial—then removing the gene may solve a particular problem but cause even greater problems.

(E) No. This is precisely what the proponents want to occur.

94. (A) No. The Dawes Act prohibited the sale of Native American lands to non-Native Americans.

(B) No. *“Selling land to each other would not threaten the Native American culture.”*

(C) Yes. This is summarized in the final sentence of the passage: *“One hypothesis, then, for the temporary restriction on alienation in the Dawes Act is that it reflected a compromise between non-Native Americans favoring immediate alienability so they could purchase land and the BIA bureaucrats who administered the privatization system.”*

(D) No. This explains *how* the United States governmental activity in the area of land administration expanded but does not explain *why* it expanded. In other words, who benefited from the expansion?

(E) No. This contradicts the passage: *“Until allotment was ended in 1934, granting fee patents and leasing Native American lands were among the principal activities of the United States government.”*

95. (A) No. The passage implies that politicians were motivated by their own self-interest.

(B) No. This argues to continue the act.

(C) Yes. Political patronage is presented as a motivating factor behind the act: *“It has been convincingly demonstrated that bureaucrats seek to maximize the size of their staffs and their budgets in order to compensate for the lack of other sources of fulfillment, such as power and prestige. Additionally, politicians tend to favor the growth of governmental bureaucracy because such growth provides increased opportunity for the exercise of political patronage.”*

(D) No. This is unlikely since *“It has been convincingly demonstrated that bureaucrats seek to maximize the size of their staffs and their budgets in order to compensate for the lack of other sources of fulfillment, such as power and prestige.”*

(E) No. This argues to continue the act since the act initially prohibited selling Native American land to non-Native Americans.

96. (A) No. The passage is concerned with the motivations for the Dawes Act, not with its benefits and drawbacks.

(B) No. The Act was repealed in 1934 long before the passage was written.

(C) No. The permanent effects of the law are not mentioned.

(D) Yes. The first paragraph describes the Dawes Act. The second paragraph puts forward a rationale for one of its clauses: *“Two main reasons were advanced for the restriction on the Native Americans’ ability to sell their lands.”* The third paragraph dismisses the rationale: *“However, both of these arguments bear only on the transfer of Native American lands to non-Native Americans; neither offers a reason for prohibiting Native Americans from transferring land among themselves.”* Finally, the closing paragraph puts forward a different rationale for the clause, namely, the self-interest of bureaucrats: *“While neither Native Americans nor the potential non-Native American purchasers benefited from the restraint on alienation contained in the Dawes Act, one clearly defined group did benefit: the BIA bureaucrats.”*

(E) No. The passage implies that only bureaucrats benefited from the passage, and they are not a rival group to the Native Americans.

97. (A) No. Just the opposite. He is incredulous: *“However, both of these arguments bear only on the transfer of Native American lands to non-Native Americans; neither offers a reason for prohibiting Native Americans from transferring land among themselves. Selling land to each other would not threaten the Native American culture. Additionally, if communal land use remained preferable to Native Americans after allotment, free alienability would have allowed allottees to sell their lands back to the tribe.”* Finally, the author calls the government’s rationale for the restriction on alienability *“empty.”*

(B) No. He disapproves of the reasons: *“However, both of these arguments bear only on the transfer of Native American lands to non-Native Americans; neither offers a reason for prohibiting Native Americans from transferring land among themselves. Selling land to each other would not threaten the Native American culture. Additionally, if communal land use remained preferable to Native Americans after allotment, free*

alienability would have allowed allottees to sell their lands back to the tribe.” Finally, the author calls the government’s rationale for the restriction on alienability “empty.”

(C) No. He clearly discounts the reasons advanced: *“However, both of these arguments bear only on the transfer of Native American lands to non-Native Americans; neither offers a reason for prohibiting Native Americans from transferring land among themselves. Selling land to each other would not threaten the Native American culture. Additionally, if communal land use remained preferable to Native Americans after allotment, free alienability would have allowed allottees to sell their lands back to the tribe.”* Finally, the author calls the government’s rationale for the restriction on alienability “empty.”

(D) No. He strongly questions their merit: *“However, both of these arguments bear only on the transfer of Native American lands to non-Native Americans; neither offers a reason for prohibiting Native Americans from transferring land among themselves. Selling land to each other would not threaten the Native American culture. Additionally, if communal land use remained preferable to Native Americans after allotment, free alienability would have allowed allottees to sell their lands back to the tribe.”* Finally, the author calls the government’s rationale for the restriction on alienability “empty.”

(E) Yes. This is the thrust of the third paragraph: *“However, both of these arguments bear only on the transfer of Native American lands to non-Native Americans; neither offers a reason for prohibiting Native Americans from transferring land among themselves. Selling land to each other would not threaten the Native American culture. Additionally, if communal land use remained preferable to Native Americans after allotment, free alienability would have allowed allottees to sell their lands back to the tribe.”* Finally, the author calls the government’s rationale for the restriction on alienability “empty.”

98. (A) No. There is no mention of farming in the passage.

(B) Yes. The passage states that Native Americans preferred communal use of land and were unfamiliar with the concept of private ownership of land: *“A second objection to free alienation was that Native Americans were unaccustomed to, and did not desire, a system of private landownership.”*

(C) No. The Dawes Act legislated wide-scale private ownership of land by Native Americans. So ostensibly Native Americans owned little or no land before the Dawes Act.

(D) No. There is no discussion in the passage of the contact between Native Americans and their non-Native American neighbors.

(E) No. The restriction on the Native Americans’ ability to sell their lands was prompted in part by the concern *“that free alienability would lead to immediate transfer of large amounts of former reservation land to non-Native Americans, consequently threatening the traditional way of life on those reservations.”* Although the author rejects this reason, it is not because he disagreed that free alienability would lead to the transfer of large amounts of former reservation land to non-Native Americans.

99. (A) No. There is no mention of farming in the passage.

(B) Yes. *“However, the Native Americans were not granted outright title to their lands. The act defined each grant as a “trust patent,” meaning that the Bureau of Indian Affairs (BIA), the governmental agency in charge of administering policy regarding Native Americans, would hold the allotted land in trust for 25 years, during which time the Native American owners could use, but not alienate (sell) the land. After the 25-year period, the Native American allottee would receive a “fee patent” awarding full legal ownership of the land.”*

(C) No. For the first 25 years, the government had some control over how owners disposed of land. After 25 years, the owners of the land obtained unrestricted ownership.

(D) No. The only restriction was that owners could not sell their land.

(E) No. There is no mention of this in the passage.

100. (A) No. From the passage, we cannot determine whether this would benefit or hurt the legislators.

(B) No. The passage does not indicate how Native American landowners who had fee patent privileges disposed of their landholdings.

(C) No. This is irrelevant.

(D) Yes. The point of the passage is that the Dawes Act was motivated by the self-interest of bureaucrats: *“While neither Native Americans nor the potential non-Native American purchasers benefited from the restraint on alienation contained in the Dawes Act, one clearly defined group did benefit: the BIA bureaucrats.”*

(E) No. There is no mention of farming in the passage.