LESSON

The passages and items in this section accompany the in-class review of the skills and concepts tested by the ACT Reading Test. You will work through the items with your instructor in class. Answers are on page 681.

DIRECTIONS: Each passage below is followed by a set of items. Read the passage and choose the best answer for each item. You may refer to the passage as often as necessary to answer the items.

Passage 1

Social Science: This passage is excerpted from an essay about the presidential election of 1796 in a history book.

Various methods were used to persuade the electors to vote as Hamilton wished. In the press, anonymous articles were published attacking Adams for his monarchal tendencies and Jefferson for being overly democratic, while pushing Pinckney as the only suitable candidate. In private correspondence with state party leaders, the Hamiltonians encouraged the idea that Adams’ popularity was slipping, that he could not win the election, and that the Federalists could defeat Jefferson only by supporting Pinckney.

Had sectional pride and loyalty not run as high in New England as in the deep South, Pinckney might well have become Washington’s successor. New Englanders, however, realized that equal votes for Adams and Pinckney in their states would defeat Adams; therefore, eighteen electors scratched Pinckney’s name from their ballots and deliberately threw away their second votes to men who were not even running. It was fortunate for Adams that they did, for the electors from South Carolina completely abandoned him, giving eight votes to Pinckney and eight to Jefferson.

In the end, Hamilton’s interference in Pinckney’s candidacy lost him even the Vice Presidency. Without New England’s support, Pinckney received only 59 electoral votes, finishing third to Adams and Jefferson. He might have been President in 1797, or as Vice President a serious contender for the Presidency in 1800; instead, stigmatized by a plot he had not devised, he served a brief term in the United States Senate and then dropped from sight as a national influence.

To broaden their voting appeal in the Presidential election of 1796, the Federalists selected Thomas Pinckney, a leading South Carolinian, as running mate for the New Englander John Adams. But Pinckney’s Southern friends chose to ignore their party’s intentions and regarded Pinckney as a Presidential candidate, creating a political situation that Alexander Hamilton was determined to exploit. Hamilton had long been wary of Adams’ stubbornly independent brand of politics and preferred to see his running mate, who was more pliant and over whom Hamilton could exert more control, in the President’s chair.

The election was held under the system originally established by the Constitution. At that time, there was but a single tally, with the candidate receiving the largest number of electoral votes declared President and the candidate with the second largest number declared Vice President. Hamilton anticipated that all the Federalists in the North would vote for Adams and Pinckney equally in an attempt to ensure that Jefferson would not be either first or second in the voting. Pinckney would be solidly supported in the South while Adams would not. Hamilton concluded if it were possible to divert a few electoral votes from Adams to Pinckney, Pinckney would receive more than Adams, yet both Federalists would outpoll Jefferson.
Item-TYPES

Main Idea

1. The main purpose of the passage is to:
   A. propose reforms of the procedures for electing the President and Vice President.
   B. condemn Alexander Hamilton for interfering in the election of 1796.
   C. describe the political events that led to John Adams' victory in the 1796 Presidential election.
   D. contrast the political philosophy of the Federalists to that of Thomas Jefferson.

2. Which of the following titles best describes the content of the passage?
   F. The Failure of Alexander Hamilton's Plan for Thomas Pinckney to Win the 1796 Presidential Election
   G. The Roots of Alexander Hamilton's Distrust of John Adams and New England's Politics
   H. Important Issues in the 1796 Presidential Campaign as Presented by the Federalist Candidates
   J. The Political Careers of Alexander Hamilton, John Adams, and Thomas Pinckney

Explicit Detail

3. According to the passage, which of the following was true of the Presidential election of 1796?
   A. Thomas Jefferson received more electoral votes than did Thomas Pinckney.
   B. John Adams received strong support from the electors of South Carolina.
   C. Alexander Hamilton received most of the electoral votes of New England.
   D. Thomas Pinckney was selected by Federalist party leaders to be the party's Presidential candidate.

4. According to the passage, Hamilton's plan included all of the following EXCEPT:
   F. articles published in newspapers to create opposition to John Adams.
   G. South Carolina's loyalty to Thomas Pinckney.
   H. private contact with state officials urging them to support Thomas Pinckney.
   J. John Adams' reputation as a stubborn and independent New Englander.

5. The passage supplies information that answers which of the following questions:
   A. How many electoral votes were cast for John Adams in the 1796 Presidential election?
   B. Under the voting system originally set up by the Constitution, how many votes did each elector cast?
   C. Who was Jefferson's running mate in the 1796 Presidential election?
   D. What became of Alexander Hamilton after his plan to have Thomas Pinckney elected President failed?

Vocabulary

6. In line 12, the word *pliant* most nearly means:
   F. assertive.
   G. public.
   H. national.
   J. yielding.

Development

7. Why does the author refer to the election procedure established by the original Constitution?
   A. To prove to the reader that New England as a whole had more electoral votes than the state of South Carolina
   B. To persuade the reader that Thomas Pinckney's defeat could have been avoided.
   C. To alert the reader that the procedure used in 1796 was unlike that presently used.
   D. To encourage the reader to study Constitutional history.
8. The overall development of the passage can best be described as:
   
   F. refuting possible explanations for certain phenomena.
   G. documenting a thesis with specific examples.
   H. offering an explanation of a series of events.
   J. making particular proposals to solve a problem.

Implied Idea

9. The passage implies that some electors voted for John Adams because they were:
   
   A. in favor of a monarchy.
   B. persuaded to do so by Hamilton.
   C. afraid South Carolina would not vote for Pinckney.
   D. anxious to have a President from their geographical region.

10. Which of the following can be inferred from the passage?
   
   F. Thomas Pinckney had a personal dislike for Jefferson's politics.
   G. The Federalists regarded themselves as more democratic than Jefferson.
   H. The Hamiltonians contacted key Southern leaders to persuade them to vote for Adams.
   J. Electors were likely to vote for candidates from their own geographical region.

11. It can be inferred that had South Carolina not cast any electoral votes for Jefferson, the outcome of the 1796 election would have been a:
   
   A. larger margin of victory for John Adams.
   B. victory for Thomas Jefferson.
   C. Federalist defeat in the Senate.
   D. victory for Thomas Pinckney.

Application

12. The electors who scratched Pinckney's name from their ballots behaved most like which of the following people?
   
   F. A newspaper publisher who adds a special section to the Sunday edition to review the week's political events.
   G. A member of the clergy who encourages members of other faiths to meet to discuss solutions to the community's problems.
   H. An artist who saves preliminary sketches of an important work even after the work is finally completed.
   J. A general who orders his retreating troops to destroy supplies they must leave behind so the enemy cannot use the supplies.

13. Hamilton's strategy can best be summarized as:
   
   A. divide and conquer.
   B. retreat and regroup.
   C. feint and counterattack.
   D. hit and run.

Voice

14. The tone of the passage can best be described as:
   
   F. witty.
   G. comical.
   H. scholarly.
   J. frivolous.

15. The author's attitude toward Hamilton's plan can best be described as:
   
   A. angry.
   B. approving.
   C. analytical.
   D. regretful.
Passage II

Humanities: This passage is adapted from an essay on citizenship in a philosophy textbook.

The liberal view of democratic citizenship that developed in the seventeenth and eighteenth centuries was fundamentally different from that of the classical Greeks. The pursuit of private interests with as little interference as possible from government was seen as the road to human happiness and progress rather than the public obligations and involvement in the collective community that were emphasized by the Greeks. Freedom was to be realized by limiting the scope of governmental activity and political obligation and not through immersion in the collective life of the polis. The basic role of the citizen was to select governmental leaders and keep the powers and scope of public authority in check. On the liberal view, the rights of citizens against the state were the focus of special emphasis.

Over time, the liberal democratic notion of citizenship developed in two directions. First, there was a movement to increase the proportion of members of society who were eligible to participate as citizens—especially through extending the right of suffrage—and to ensure the basic political equality of all. Second, there was a broadening of the legitimate activities of government and a use of governmental power to redress imbalances in social and economic life. Political citizenship became an instrument through which groups and classes with sufficient numbers of votes could use the state’s power to enhance their social and economic well-being.

Within the general liberal view of democratic citizenship, tensions have developed over the degree to which government can and should be used as an instrument for promoting happiness and well-being. Political philosopher Martin Diamond has categorized two views of democracy as follows. On the one hand, there is the “libertarian” perspective that stresses the private pursuit of happiness and emphasizes the necessity for restraint on government and protection of individual liberties. On the other hand, there is the “majoritarian” view that emphasizes the “task of the government to uplift and aid the common man against the malefactors of great wealth.” The tensions between these two views are very evident today. Taxpayer revolts and calls for smaller government and less government regulation clash with demands for greater government involvement in the economic marketplace and the social sphere.

Strategies

Five Steps to Approaching Passages

Answer the Items

16. The author’s primary purpose is to:
   F. study ancient concepts of citizenship.
   G. contrast different notions of citizenship.
   H. criticize modern libertarian democracy.
   J. describe the importance of universal suffrage.

17. It can be inferred from the passage that the Greek word polis (line 13) means:
   A. family life.
   B. military service.
   C. marriage.
   D. political community.

18. The author cites Martin Diamond in the last paragraph because the author:
   F. regards Martin Diamond as an authority on political philosophy.
   G. wishes to refute Martin Diamond’s views on citizenship.
   H. needs a definition of the term “citizenship.”
   J. is unfamiliar with the distinction between libertarian and majoritarian concepts of democracy.
19. According to the passage, all of the following are characteristics that would distinguish the liberal idea of government from the Greek idea of government EXCEPT:

A. the emphasis on the rights of private citizens.
B. the activities that government may legitimately pursue.
C. the obligation of citizens to participate in government.
D. the size of the geographical area controlled by a government.

20. A majoritarian would be most likely to favor legislation that would:

F. eliminate all restrictions on individual liberty.
G. cut spending for social welfare programs.
H. provide greater protection for consumers.
J. lower taxes on the wealthy and raise taxes on the average worker.
Passage III

Humanities: This passage is adapted from an article about John Dewey and his theories of education.

The place of public education within a democratic society has been widely discussed and debated through the years. Perhaps no one has written more widely on the subject in the United States than John Dewey, sometimes called "the father of public education," whose theories of education have a large social component; that is, he places an emphasis on education as a social act and the classroom or learning environment as a replica of society.

Dewey defined various aspects or characteristics of education. First, it was a necessity of life inasmuch as living beings needed to maintain themselves through a process of renewal. Therefore, just as humans needed sleep, food, water, and shelter for physiological renewal, they also needed education to renew their minds, assuring that their socialization kept pace with physiological growth.

A second aspect of education was its social component, which was to be accomplished by providing the young with an environment that would provide a nurturing atmosphere to encourage the growth of their, as yet, undeveloped social customs.

A third aspect of public education was the provision of direction to youngsters, who might otherwise be left in uncontrolled situations without the steadying and organizing influences of school. Direction was not to be of an overt nature, but rather indirect through the selection of the school situations in which the youngster participated.

Finally, Dewey saw public education as a catalyst for growth. Since the young came to school capable of growth, it was the role of education to provide opportunities for that growth to occur. The successful school environment is one in which a desire for continued growth is created—a desire that extends throughout one's life beyond the end of formal education. In Dewey's model, the role of education in a democratic society is not seen as a preparation for some later stage in life, such as adulthood. Rather, education is seen as a process of growth that never ends, with human beings continuously expanding their capacity for growth. Neither did Dewey's model see education as a means by which the past was recapitulated. Instead, education was a continuous reconstruction of experiences, grounded very much in the present environment.

Since Dewey's model places a heavy emphasis on the social component, the nature of the larger society that supports the educational system is of paramount importance. The ideal larger society, according to Dewey, is one in which the interests of a group are all shared by all of its members and in which interactions with other groups are free and full. According to Dewey, education in such a society should provide members of the group a stake or interest in social relationships and the ability to negotiate change without compromising the order and stability of the society.

Thus, Dewey's basic concept of education in a democratic society is based on the notion that education contains a large social component designed to provide direction and assure children's development through their participation in their school group.

21. Which of the following best states the main idea of this passage?

A. The role of education is extremely complex.
B. Dewey's notion of education contains a significant social component.
C. Dewey's model of education is not relevant today.
D. Direction provided in education must not be overt.

22. The phrase "a continuous reconstruction of experiences" (lines 48-49) used in reference to education means that education is:

F. based in life experiences.
G. a never-ending process.
H. a meaning-based endeavor.
J. an individual pursuit.
23. The passage implies that:

A. true education fosters the desire for lifelong learning.
B. a truly educated person understands physics.
C. Dewey was a radical philosopher.
D. education must cease at some point.

24. The tone of this passage can best be described as:

F. humorous.
G. serious.
H. dramatic.
J. informal.
Passage IV

Social Science: This passage is adapted from an article on Aleut language and culture.

The Aleuts, residing on several islands of the Aleutian Chain, the Pribilof Islands, and the Alaskan Peninsula, have possessed a written language since 1825, when the Russian missionary Ivan Veniaminov selected appropriate characters of the Cyrillic alphabet to represent Aleut vocabulary, and formulated grammatical rules. The Czarist Russian conquest of the proud, independent sea hunters was so devastatingly thorough that tribal traditions, even tribal memories, were almost obliterated. The slaughter of the majority of an adult generation was sufficient to destroy the continuity of tribal knowledge, which was dependent upon oral transmission. Consequently, the Aleuts developed a fanatical devotion to their language as their only cultural heritage.

The Russian occupation placed a heavy linguistic burden on the Aleuts. Not only were they compelled to learn Russian to converse with their overseers and governors, but they had to learn Old Slavonic to take an active part in church services as well as to master the skill of reading and writing their own tongue. In 1867, when the United States purchased Alaska, the Aleuts were unable to break sharply with their immediate past and substitute English for any one of their three languages.

To communicants of the Russian Orthodox Church, knowledge of Slavonic remained vital, as did Russian, the language in which one conversed with the clergy. The Aleuts came to regard English education as a device to wean them from their religious faith. The introduction of compulsory English schooling caused a minor renaissance of Russian culture as the Aleut parents sought to counteract the influence of the schoolroom. The harsh life of the Russian colonial rule began to appear more happy and beautiful in retrospect.

Regulations forbidding instruction in any language other than English increased its unpopularity. The superficial alphabetical resemblance of Russian and Aleut linked the two tongues so closely that every restriction against teaching Russian was interpreted as an attempt to eradicate the Aleut tongue. From the wording of many regulations, it appears that American administrators often had not the slightest idea that the Aleuts were clandestinely reading and writing in their own tongue or that they even had a written language of their own. To many officials, anything in Cyrillic letters was Russian and something to be stamped out. Bitterness bred by abuses and the exploitations that the Aleuts suffered from predatory American traders and adventurers kept alive the Aleut resentment against the language spoken by Americans.

Gradually, despite the failure to emancipate the Aleuts from a sterile past by relating the Aleut and English languages more closely, the passage of years has assuaged the bitter misunderstandings and caused an orientation away from Russian toward English as their second language, but Aleut continues to be the language that molds their thought and expression.

Item-Type Strategies

Main Idea Clues

25. The author is primarily concerned with describing:

A. the Aleuts' loyalty to their language and American failure to understand the language.
B. Russian and American treatment of Alaskan inhabitants both before and after 1867.
C. how the Czarist Russian occupation of Alaska created a written language for the Aleuts.
D. American government attempts to persuade the Aleuts to use English as a second language.

26. The author is primarily concerned with:

F. describing the Aleuts' loyalty to their language and American failure to understand the language.
G. criticizing Russia and the United States for their mistreatment of the Aleuts.
H. praising the Russians for creating a written language for the Aleuts.
J. condemning Russia for its mistreatment of the Aleuts during the Czarist Russian occupation.
27. Which of the following titles best fits the passage?

A. Aleut Loyalty to Their Language: An American Misunderstanding
B. Failure of Russian and American Policies in Alaska
C. Russia's Gift to the Aleuts: A Written Language
D. Mistreatment of Aleuts During Russian Occupation

Explicit Detail Clues

28. According to the passage, the most important reason for the Aleuts' devotion to their language was:

F. the invention of a written version of their language.
G. the introduction of Old Slavonic for worship.
H. the disruption of oral transmission of tribal knowledge.
J. the institution of compulsory English education.

Vocabulary Clues

29. In line 19, the word linguistic infers relation to:

A. orthodoxy.
B. commerce.
C. language.
D. laws.

30. In line 34, the word renaissance most nearly means:

F. resurgence.
G. rejection.
H. repeal.
J. reassessment.

31. In line 48, the word clandestinely most nearly means:

A. secretly.
B. reliably.
C. openly.
D. casually.

32. In line 58, the word sterile most nearly means:

F. germ-free.
G. unproductive.
H. fortunate.
J. ill-timed.

33. In line 60, the word assuaged most nearly means:

A. failed.
B. created.
C. intensified.
D. eased.

Development Clues

34. The passage is developed primarily by:

F. testing the evidence supporting a theory.
G. describing causes and effects of events.
H. weighing the pros and cons of a plan.
J. projecting the future consequences of a decision.

35. The author mentions that the Russians killed the majority of adult Aleuts to:

A. call attention to the immorality of foreign conquest.
B. urge Russia to make restitution to the children of those killed.
C. stir up outrage against the Russians for committing such atrocities.
D. explain the extreme loyalty that Aleuts feel to their language.

Implied Idea Clues

36. Which of the following statements about the religious beliefs of the Aleuts can be inferred from the passage?

F. Prior to the Russian occupation they had no religious beliefs.
G. American traders and adventurers forced them to abandon all religious beliefs.
H. At no time in their history have the Aleuts had an organized religion.
J. The Russians forced Aleuts to become members of the Russian Orthodox Church.
Passage V.

Prose Fiction: This passage is adapted from the short story "Mrs. Gay's Prescription" by Louisa May Alcott.

The poor little woman looked as if she needed rest; but it was not likely to get it; for the room was in a chaotic state, the breakfast table presented the appearance of having been devastated by a swarm of fleas. The baby began to fret, little Polly set up her usual whine of "I want sumpin to do," and a pile of work loomed in the corner waiting to be done.

"I don't see how I ever shall get through it all," sighed the despondent matron as she hastily drank a last cup of tea, while two great tears rolled down her cheeks, as she looked from one puny child to the other, and felt the weariness of her own tired soul and body more oppressive than ever.

"A good cry" was impending, when there came a brisk ring at the door, a step in the hall, and a large, rosy woman came bustling in, saying in a cheery voice as she set a flower-pot down upon the table, "Good morning! Nice day, isn't it? Come in early on business and brought you one of my Lady Washingtons, you are so fond of flowers."

"Oh, it's lovely! How kind you are. Do sit down if you can find a chair; we are all behind hand today, for I was up half the night with poor baby, and haven't energy enough to go to work yet," answered Mrs. Bennet, with a sudden smile that changed her whole face, while baby stopped fretting to stare at the rosy clusters, and Polly found employment in exploring the pocket of the newcomer, as if she knew her way there.

"Let me put the pot on your stand first, girls are so careless, and I'm proud of this. It will be an ornament to your parlor for a week," and opening a door Mrs. Gay carried the plant to a sunny bay window where many others were blooming beautifully.

Mrs. Bennet and the children followed to talk and admire, while the servant leisurely cleared the table.

"Now give me that baby, put yourself in the easy chair, and tell me all about your worries," said Mrs. Gay, in the brisk, commanding way which few people could resist.

"I'm sure I don't know where to begin," sighed Mrs. Bennet, dropping into the comfortable seat while baby changed bearers with great composure.

"I met your husband and he said the doctor had ordered you and these chicks off to Florida for the winter. John said he didn't know how he should manage it, but he meant to try."

"Isn't it dreadful? He can't leave his business to go with me, and we shall have to get Aunt Miranda to come and see him and the boys while I'm gone, and the boys can't bear her strict, old-fashioned ways, and I've got to go that long journey all alone and stay among strangers, and these heaps of fall work to do first, and it will cost an immense sum to send us, and I don't know what is to become of me."

Here Mrs. Bennet stopped for breath, and Mrs. Gay asked briskly, "What is the matter with you and the children?"

"Well, baby is having a hard time with his teeth and is croopy, Polly doesn't get over scarlet fever well, and I'm used up; no strength or appetite, pain in my side and low spirits. Entire change of scene, milder climate, and less work for me, is what we want, the doctor says. John is very anxious about us, and I feel regularly discouraged."

"I'll spend the day and cheer you up a bit. You just rest and get ready for a new start tomorrow; it is a saving of time to stop short now and then and see where to begin next. Bring me the most pressing job of work. I can sew and see to this little rascal at the same time."
Further Use of Reading Strategies

Prose Fiction

40. The phrase “little woman” (line 1) refers to:
    F. Lady Washington.
    G. a servant.
    H. Mrs. Bennet.
    J. Mrs. Gay.

41. When Alcott compares the breakfast table to something “devastated by a swarm of locusts” (lines 4–5), she means:
    A. that it is a mess left by an uncaring mob.
    B. that children are no more meaningful than insects to Mrs. Bennet.
    C. to illustrate the horror of Mrs. Bennet’s life.
    D. that the Bennets are pests.

42. Had Mrs. Gay not arrived when she did, the author leads us to suspect that:
    F. Mrs. Bennet would have gone back to bed.
    G. the children would have continued to cry.
    H. Mrs. Bennet would have accomplished little all day.
    J. sickness would have overtaken the entire family.

43. The phrase “rosy clusters” (line 27) refers to:
    A. Mrs. Gay’s cheeks.
    B. Mrs. Bennet’s cheeks.
    C. candies from Mrs. Gay’s pockets.
    D. flowers.

44. In lines 30–35, the author:
    F. reveals Mrs. Bennet’s only talent.
    G. uses the sunny parlor as a symbol of hope.
    H. contrasts Mrs. Gay’s sunniness with Mrs. Bennet’s dullness.
    J. contrasts Mrs. Bennet’s plants with her children.

45. When Mrs. Bennet says that she’s “used up” (line 63), she means that she:
    A. has no energy.
    B. is abused.
    C. is exploited.
    D. has spent all her money.

46. The word pressing (line 71) means:
    F. heavy.
    G. ardent.
    H. forceful.
    J. important.

47. The disposition of Mrs. Bennet’s friend is indicated by:
    I. her name.
    II. her speech.
    III. her clothing.
    A. I only
    B. III only
    C. I and II only
    D. I and III only

48. The author implies that Mrs. Bennet’s real problem is:
    F. her inability to cope.
    G. a touch of fever.
    H. the cold winter weather.
    J. a lack of common sense.

49. Mrs. Gay’s primary quality seems to be her:
    A. lethargy.
    B. anxiety.
    C. dignity.
    D. practical nature.
Passage VI

Prose Fiction: This passage is adapted from the memoir series “Old Times on the Mississippi” by Mark Twain that appeared in Atlantic Monthly.

At the end of what seemed a tedious while, I had managed to pack my head full of islands, towns, bars, “points,” and bends; and a curiously inanimate mass of lumber it was, too. However, inasmuch as I could shut my eyes and reel off a good long string of these names without leaving out more than ten miles of river in every fifty, I began to feel that I could make her skip those little gaps. But of course my complacency could hardly get started enough to lift my nose a rifle into the air, before Mr. Bixby would think of something to fetch it down again. One day he turned on me suddenly with this settler:

“What is the shape of Walnut Bend?”

He might as well have asked me my grandmother's opinion of protoplasm. I reflected respectfully, and then said I didn’t know it had any particular shape. My gunpowdery chief went off with a bang, of course, and then went on loading and firing until he was out of adjectives.

I had learned long ago that he only carried just so many rounds of ammunition, and was sure to subside into a very placable and even remorseful old smoothbore as soon as they were all gone. That word “old” is merely affectionate; he was not more than thirty-four. I waited. By and by he said:

“My boy, you’ve got to know the shape of the river perfectly. It is all there is left to steer by on a very dark night. Everything else is blotted out and gone. But mind you, it hasn’t the same shape in the night that it has in the daytime.”

“How on earth am I ever going to learn it, then?”

“How do you follow a hall at home in the dark? Because you know the shape of it. You can’t see it.”

“Do you mean to say that I’ve got to know all the million trifling variations of shape in the banks of this interminable river as well as I know the shape of the front hall at home?”

“On my honor, you’ve got to know them better than any man ever did know the shapes of the halls in his own house.”

“I wish I was dead!”

“Now I don’t want to discourage you, but…”

“Well, pile it on me; I might as well have it now as another time.”

“You see, this has got to be learned; there isn’t any getting around it. A clear starlight night throws such heavy shadows that, if you didn’t know the shape of a shore perfectly, you would claw away from every bunch of timber, because you would take the black shadow of it for a solid cape; and you see you would be getting scared to death every fifteen minutes by the watch. You would be fifty yards from shore all the time when you ought to be within fifty feet of it. You can’t see a snag in one of those shadows, but you know exactly where it is, and the shape of the river tells you when you are coming to it. Then there’s your pitch-dark night; the river is a very different shape on a pitch-dark night from what it is on a starlit night. All shores seem to be straight lines, then, and mighty dim ones, too; and you’d run them for straight lines, only you know better. You boldly drive your boat right into what seems to be a solid straight wall (you knowing very well that in reality there is a curve there), and that wall falls back and makes way for you. Then there’s your gray mist. You take a night when there’s one of these grisly, drizzly, gray mists, and then there isn’t any particular shape to a shore. A gray mist would tangle the head of the oldest man that ever lived. Well, then different kinds of moonlight change the shape of the river in different ways.”

50. In line 12, the word settler is used to mean:

F. a pioneer.
G. a perch on the railing.
H. a remark that decides the Issue.
J. a humbling problem.
51. When the narrator compares Bixby's question to asking his "grandmother's opinion of protoplasm" (line 15), he means that:
   A. the question is inane.
   B. the speaker is very old.
   C. he does not know the answer.
   D. his grandmother would be able to respond.

52. Comparing the chief to a gun (lines 17–19) points out the chief's:
   F. accuracy.
   G. peppery temper.
   H. love of hunting.
   J. violent past.

53. When Twain writes that Mr. Bixby "carried just so many rounds of ammunition," he means that:
   A. Bixby used a pistol to settle arguments.
   B. Bixby loaded and fired his gun at random.
   C. Bixby was an impossible employer.
   D. Bixby's hot temper would soon subside.

54. The narrator's reaction to Mr. Bixby's insistence on the need to know the river at night is:
   F. despair.
   G. elation.
   H. puzzlement.
   J. anger.

55. In the phrase "pile it on me" (line 44), "it" refers to:
   A. clothing.
   B. information.
   C. the river.
   D. the shoreline.

56. The word cape (line 51) means:
   F. cloak.
   G. robe.
   H. peninsula.
   J. waterway.

57. Mr. Bixby is shown to be extremely:
   A. knowledgeable.
   B. rude.
   C. condescending.
   D. fearful.

58. What is the purpose of including the lengthy explanation provided in the last paragraph of the selection?
   I. To show how well Bixby speaks
   II. To show how much a riverboat captain must know
   III. To show the many modes of the river
   F. I only
   G. II only
   H. I and III only
   J. II and III only

59. According to the passage, which of the following is true?
   A. A riverboat should always be within 100 feet of the shore.
   B. On a clear, starlit night, the shoreline is easy to see.
   C. On a pitch-dark night, the pilot cannot discern the curve of the shoreline.
   D. The river's shape gives no hint of underwater snags.
Passage VII

Prose Fiction: This passage is adapted from Nathaniel Hawthorne's The House of the Seven Gables.

It still lacked a half hour of sunrise when Miss Hepzibah—we will say awoke, it being doubtful whether the poor old lady had so much as closed her eyes during the brief night of midsummer—but, at all events, arose from her solitary pillow, and began the adornment of her person. She was alone in the old house—quite a house by itself, indeed—with locks, bolts, and oaken bars on all the intervening doors. Inaudible, consequently, were poor Miss Hepzibah's gusty sighs, inaudible the creaking joints of her stiffened knees, as she knelt down by the bedside. And inaudible too, by mortal ear, that almost agony of prayer—now whispered, now a groan, now a struggling silence—wherewith she sought the Divine assistance through the day! Evidently this is to be the day of more than ordinary trial to Miss Hepzibah, who for above a quarter of a century gone by has dwelt in strict seclusion, taking no part in the business of life, and just as little in its intercourse and pleasures.

Here comes Miss Hepzibah. Forth she steps into the dusky, time-darkened passage a tall figure, clad in black silk, with a long and sunken waist, feeling her way towards the stair like a nearsighted person, which in truth she is.

Her scowl—as the world persisted in calling it—her scowl had done Miss Hepzibah every ill office, in establishing her character as an ill-tempered old maid; nor does it appear improbable that, by often gazing at herself in a dim looking glass, and perpetually encountering her own frown within its ghostly sphere, she had been led to interpret the expression almost unjustly as the world did. But her heart never frowned.

61. The author's portrait of Miss Hepzibah is:
   A. critical and disparaging.
   B. loving and intimate.
   C. sarcastic and mocking.
   D. interested and sympathetic.

62. It can be inferred that Miss Hepzibah views the day's coming events with:
   F. apprehension.
   G. confidence.
   H. eagerness.
   J. boredom.

63. Which of the following correctly describes the scene as set by the passage?
   I. The season is summer.
   II. The weather is threatening.
   III. The time is morning.
   A. I only
   B. III only
   C. I and II only
   D. I and III only

64. In the last paragraph, the author implies that Miss Hepzibah is:
   F. old and wicked.
   G. affable and outgoing.
   H. good-hearted but misunderstood.
   J. sincere but blasphemous.

60. According to the passage, Miss Hepzibah is all of the following EXCEPT:
   F. elderly.
   G. reclusive.
   H. religious.
   J. vain.
Passage VIII

Social Science: This passage discusses the contest over the vice presidency in the 1792 election.

In 1792, there was no contest for the presidency. George Washington received the unanimous vote of the electors, Federalist and Republican alike. But the struggle over the vice presidency hinted at the rekindling of old divisions and antagonisms sparked by Alexander Hamilton's system. Southern planters who in 1789 had been ready, in fact eager, to cooperate with the monied men of the North, parted with them when they realized that the policies designed to benefit Northern merchants and bankers brought no profit to them as landed aristocrats. Even more, they saw themselves paying for a system that contributed to another section's prosperity. Although in 1792 they were willing to continue with Washington, they were not as willing to go along with Vice President John Adams, who represented the commerce, shipbuilding, fisheries, and banking institutions of New England and the North. If the Federalists were to have the first office, then the followers of Jefferson—who had already come to call themselves Republicans in contradistinction to the unpopular term anti-Federalist, insisted that they were to command the second office.

Appealing to the shopkeepers, artisans, laboring men, and farmers of the North based on their sympathy with the French Revolution, and to the Southern planters with their agrarian bias, the Republicans waged a gallant but losing campaign for the second office. However, the campaign served notice to the overconfident Federalists that when the Republicans became better organized nationally, they would have to be more seriously considered. This did not take long. In 1793, England went so far as to declare war with republican France over the guillotining of Louis XVI, and in 1794, John Jay's treaty terminating the United States' difficulties with Britain seemed to suggest a sympathetic policy toward monarchical and conservative England, instead of republican, liberty-loving France. The treaty intensified party spirit and gave the Republicans a sense of mission that legitimized their existence. The contest was now between the Republican "lovers of liberty" and the Monocrats.

Social Science

65. Which of the following titles best describes the content of the passage?
   A. The Origins of Jefferson's Republican Party
   B. Jefferson's Defeat in the 1792 Election
   C. The Legacy of Hamilton's Political System
   D. Political Differences Between the Rich and the Poor

66. According to the passage, all of the following are true of the Republicans EXCEPT:
   F. they opposed the monied interests of the North.
   G. they were led by Thomas Jefferson.
   H. they disapproved of the French Revolution.
   J. they and the Federalists supported the same candidate for president in 1792.

67. It can be inferred from the passage that the term Monocrats (line 45) was:
   A. used by John Jay in his treaty to refer to France's King Louis XVI.
   B. invented by the Federalists to refer to the aristocratic landowners of the South.
   C. coined by the Republicans to disparage the Federalists' support of England.
   D. employed by Republicans to describe their leader, Thomas Jefferson.

68. The passage implies that Thomas Jefferson was unsuccessful in his 1792 bid for the vice presidency because the Republican Party:
   F. did not have a presidential candidate.
   G. was not as well organized as the Federalists.
   H. refused to support John Adams.
   J. appealed to workers in the North.

69. The tone of the passage can best be described as:
   A. enthusiastic and impassioned.
   B. scholarly and neutral.
   C. opinionated and dogmatic.
   D. argumentative and categorical.
Passage IX

Social Science: This passage is adapted from a policy article about attempts to change the healthcare system.

Considerable advances have been made in healthcare services since World War II. These include better access to healthcare (particularly for the poor and minorities), improvements in physical plants and facilities, and increased numbers of physicians and other health personnel. All have played a part in the recent improvement in life expectancy. But there is mounting criticism of the large remaining gaps in access, unbridled cost inflation, the further fragmentation of service, excessive indulgence in wasteful high-technology "gadgeteering," and breakdowns in doctor-patient relationships. In recent years, proposed panaceas and new programs, small and large, have proliferated at a feverish pace, and disappointments have multiplied at almost the same rate. This has led to an increased pessimism—"everything has been tried and nothing works"—that sometimes borders on cynicism or even nihilism.

It is true that the automatic "pass through" of rapidly spiraling costs to government and insurance carriers produced for a time a sense of unlimited resources and allowed a mood to develop whereby every practitioner and institution could "do his own thing" without undue concern for the "Medical Commons." The practice of full-cost reimbursement encouraged capital investment, and now the industry is overcapitalized. Many cities have hundreds of excess hospital beds; hospitals have proliferated a superabundance of high-technology equipment; and structural ostentation and luxury were the order of the day. In any given day, one-fourth of all community beds are vacant; expensive equipment is underused or, worse, used unnecessarily. Capital investment brings rapidly rising operating costs.

Yet, in part, this pessimism derives from expecting too much of healthcare. Care is often a painful experience accompanied by fear and unwelcome results; although there is room for improvement, it will always retain some unpleasantness and frustration. Moreover, the capacities of medical science are limited. Humpty Dumpty cannot always be put back together again.

families are unwilling to accept such realities. Nor is it true that everything has been tried and nothing works, as shown by the prepaid group practice plans at the Kaiser Foundation and Puget Sound. However, typically such undertakings have been drowned by a veritable flood of public and private moneys that have supported and encouraged the continuation of conventional practices and subsidized their shortcomings on a massive, almost unrestricted scale. Except for the most idealistic and dedicated, there were no incentives to seek change or to practice self-restraint or frugality. In this atmosphere, it is not fair to condemn as failures all attempted experiments; it may be more accurate to say that many never had a fair trial.

70. In line 15, the word feverish most nearly means:

F. diseased.
G. rapid.
H. controlled.
J. timed.

71. According to the author, the pessimism mentioned in line 37 is partly attributable to the fact that:

A. there has been little real improvement in healthcare services.
B. expectations about healthcare services are sometimes unrealistic.
C. large segments of the population find it impossible to get access to healthcare services.
D. advances in technology have made healthcare service unaffordable.

72. The author cites the prepaid plans (lines 49-50) as:

F. counterexamples to the claim that nothing has worked.
G. examples of healthcare plans that were overfunded.
H. evidence that healthcare services are fragmented.
J. proof of the theory that no plan has been successful.
73. It can be inferred that the sentence “Humpty Dumpty cannot always be put back together again” (lines 43–44) means that:

A. the cost of healthcare services will not decline.
B. some people should not become doctors.
C. medical care is not really essential to good health.
D. medical science cannot cure every ill.

74. With which of the following descriptions of the system for the delivery of healthcare services would the author most likely agree?

F. It is biased in favor of doctors and against patients.
G. It is highly fragmented and completely ineffective.
H. It has not embraced new technology rapidly enough.
J. It is generally effective but can be improved.

75. Which of the following best describes the logical structure of the selection?

A. The third paragraph is intended as a refutation of the first and second paragraphs.
B. The second and third paragraphs are intended as a refutation of the first paragraph.
C. The second and third paragraphs explain and put into perspective the points made in the first paragraph.
D. The first paragraph describes a problem, and the second and third paragraphs present two horns of a dilemma.

76. The author’s primary concern is to:

F. criticize physicians and healthcare administrators for investing in technologically advanced equipment.
G. examine some problems affecting delivery of healthcare services and assess the severity of those problems.
H. defend the medical community from charges that healthcare has not improved since World War II.
J. analyze the reasons for the healthcare industry’s inability to provide quality care to all segments of the population.
Passage X

**Humanities:** This passage is adapted from an article that discusses literary genre.

When we speak casually, we call *Nineteen Eighty-Four* a novel, but to be more exact we should call it a political fable. This requirement is not refuted by the fact that the book is preoccupied with an individual, Winston Smith, who suffers from a varicose ulcer, or by the fact that it takes account of other individuals, including Julia, Mr. Charrington, Mrs. Parsons, Syme, and O'Brien. The figures claim our attention, but they exist mainly in their relation to the political system that determines them. It would indeed be possible to think of them as figures in a novel, though in that case they would have to be imagined in a far more diverse set of relations. They would no longer inhabit or sustain a fable, because a fable is a narrative relieved of much contingent detail so that it may stand forth in an unusual degree of clarity and simplicity. A fable is a structure of types, each of them deliberately simplified lest a sense of difference and heterogeneity reduce the force of the typical. Let us say, then, that *Nineteen Eighty-Four* is a political fable, projected into a near future and incorporating historical references mainly to document a canceled past.

Since a fable is predicated upon a typology, it must be written from a certain distance. The author cannot afford the sense of familiarity that is induced by detail and differentiation. A fable, in this respect, asks to be compared to a caricature, not to a photograph. It follows that in a political fable there is bound to be some tension between a political sense dealing in the multiplicity of social and personal life, and a fable sense committed to simplicity of form and feature. If the political sense were to prevail, the narrative would be drawn away from fable into the novel, at some cost to its simplicity. If the sense of fable were to prevail, the fabulist would station himself at such a distance from any imaginary conditions in the case that his narrative would appear unmediated, free or bereft of conditions. The risk would be considerable: a reader might feel that the fabulist has lost interest in the variety of human life and fallen back upon an unconditioned sense of its types, that he has become less interested in lives than in a particular idea of life. The reader cannot question by appealing to life conditions already known. He is asked to believe that the future is another country and that "they just do things differently there."

In a powerful fable, the reader's feeling is likely to be mostly fear: He is afraid that the fabulist's vision of any life that could arise may be accurate. The fabulist's feeling may be more various. A fable such as *Nineteen Eighty-Four* might arise from disgust, despair, or world-weariness induced by evidence that nothing, despite one's best efforts, has changed and that it is too late now to hope for the change one wants.

**Humanities**

77. In line 15, the word *contingent* most nearly means:

A. dependent.
B. essential.
C. boring.
D. unnecessary.

78. In drawing an analogy between a fable and a caricature (lines 28–30), the author would most likely regard which of the following pairs of ideas as also analogous?

F. The subject of a caricature and the topic of a fable
G. The subject of a caricature and the main character in *Nineteen Eighty-Four*
H. The subject of a fable and the artist who draws the caricature
J. The artist who draws the caricature and a novelist

79. Which of the following would be the most appropriate title for the passage?

A. A Critical Study of the Use of Characters in *Nineteen Eighty-Four*
B. *Nineteen Eighty-Four*: Political Fable Rather Than Novel
C. *Nineteen Eighty-Four*: Reflections on the Relationship of the Individual to Society
D. The Use of Typology in the Literature of Political Fables
80. According to the passage, which of the following are characteristics of a political fable?

F. It is widely popular at its time of development.
G. The reader is unlikely to experience fear as his reaction to the political situation described.
H. Its time frame must treat events that occur at some point in the future.
J. Its characters are defined primarily by their relationship to the social order.

81. The author mentions that Winston Smith suffers from a varicose ulcer to:

A. demonstrate that a political fable must emphasize type over detail.
B. show that Winston Smith has some characteristics that distinguish him as an individual.
C. argue that Winston Smith is no more important than any other character in Nineteen Eighty-Four.
D. illustrate one of the features of the political situation described in Nineteen Eighty-Four.

82. The tension that the author mentions in line 31 refers to the:

F. necessity of striking a balance between the need to describe a political situation in simple terms and the need to make the description realistic.
G. reaction the reader feels because he is drawn to the characters of the fable as individuals but repulsed by the political situation.
H. delicate task faced by a literary critic who must interpret the text of a work while attempting to describe accurately the intentions of the author.
J. danger that too realistic a description of a key character will make the reader feel that the fable is actually a description of his own situation.

83. The author's attitude toward Nineteen Eighty-Four can best be described as:

A. condescending.
B. laudatory.
C. disparaging.
D. scholarly.

84. The author uses the phrase "another country" (line 50) to describe a political fable in which:

F. political events described in a fable occur in a place other than the country of national origin of the author.
G. a lack of detail makes it difficult for a reader to see the connection between his own situation and the one described in the book.
H. too many minor characters create the impression of complete disorganization, leading the reader to believe he is in a foreign country.
J. the author has allowed his personal political convictions to infect his description of the political situation.

85. The author's primary concern is to:

A. define and clarify a concept.
B. point out a logical inconsistency.
C. trace the connection between a cause and an effect.
D. illustrate a general statement with examples.