**Practice Verbal Reasoning 4**

***Questions***

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**Number of Items: 40**

**Time Allowed: 60 minutes**

**DIRECTIONS:** There are seven passages in the Verbal Reasoning test. Each passage is followed by several questions. After reading a passage, select the one best answer to each question. If you are not certain of an answer, eliminate the alternatives that you know to be incorrect then select an answer from the remaining alternatives. Indicate your selection by clicking on the answer bubble next to it.

**Passage I**

Under existing law, a new drug may be labelled, promoted, and advertised only for those conditions in which safety and effectiveness have been demonstrated and which the Food and Drug Administration (FDA) has approved (so-called “approved uses”). Other uses have come to be called “unapproved uses,” and cannot be legally promoted. In a real sense, the term “unapproved” is a misnomer because it includes in one phrase two categories of marketed drugs, which are very different. It is common for new research and new insights to identify valid new uses for drugs already on the market. This is an important method of discovery in the field of therapeutics, and there are numerous examples of medical progress resulting from the serendipitous observations and therapeutic innovations of physicians. Before such advances can result in new indications for inclusion in drug labelling, however, the available data must meet the legal standard of substantial evidence derived from adequate and well-controlled clinical trials. Such evidence may require time to develop, and, without initiative on the part of the drug firm, it may not occur at all for certain uses. However, because medical literature on new uses exists, and these are uses medically beneficial, physicians often use these drugs for such purposes prior to FDA review or changes in labelling. This is referred to as “unlabeled uses” of drugs.

A different problem arises when a particular use for a drug has been examined scientifically and has been found to be ineffective or unsafe, and yet physicians who either are uninformed or who refuse to accept the available scientific evidence continue their use. Such use may have been reviewed by FDA and rejected, or, in some cases, the use may actually be warned against in the labelling. This subset of uses may be properly termed “disapproved uses.”

Government policy should minimize the extent of unlabeled uses. If such uses are valid - and many are - it is important that scientifically sound evidence supporting them be generated and that the regulatory system accommodate them into drug labelling. Continuing rapid advances in medical care and the complexity of drug usage, however, makes it impossible for government to keep drug labelling up to date for every conceivable situation. Thus, when a particular use of this type appears, it is also important, and in the interest of good medica1 care, that no stigma be attached to such use by practitioners while the formal evidence is assembled between the time of discovery and the time the new use is included in the labelling. In the case of disapproved uses, however, it is proper policy to warn against these in the package insert. Whether use of a drug for these purposes by the uninformed or intransigent physician constitutes a violation of the current Federal Food, Drug and Cosmetic Act is a matter of debate that involves a number of technical and legal issues. Regardless of that, the inclusion of disapproved uses in the form of contraindications, warnings, and other precautionary statements in package inserts is an important practical deterrent to improper use. Except for clearly disapproved uses, however, it is in the best interests of patient care that physicians not be constrained by regulatory statutes from exercising their best judgment in prescribing a drug for both its approved uses and any unlabeled uses it may have.

1. The author is primarily concerned to

A) refute a theory.

B) draw a distinction.

C) discredit an opponent.

D) describe a new development.

2. It can be inferred from the passage that the intransigent physician

A) continues to prescribe a drug even though he or she knows it is not in the best interest of the patient.

B) refuses to use a drug for an unlabeled purpose out of fear that he or she may be stigmatized by its use.

C) persists in using a drug for disapproved uses because he or she rejects the evidence of its ineffectiveness or dangers.

D) experiments with new uses for tested drugs in an attempt to find medically beneficial uses for the drugs.

3. All of the following are mentioned in the passage as reasons for allowing unlabeled uses of drugs EXCEPT

A) the increased cost to the patient of buying an FDA-approved drug.

B) the medical benefits which can accrue to the patient through unlabeled use.

C) the time lag between initial discovery of a medical use and FDA approval of that use.

D) the possibility that a medically beneficial use may never be clinically documented.

4. With which of the following statements about the distinction between approved and unlabeled uses would the author most likely agree?

A) Public policy statements have not adequately distinguished between uses already approved by the FDA and medically beneficial uses which have not yet been approved.

B) The distinction between approved and unlabeled uses has been obscured because government regulatory agencies approve only those uses which have been clinically tested.

C) Practicing physicians are in a better position than the FDA to distinguish between approved and unlabeled uses because they are involved in patient treatment on a regular basis.

D) The practice of unlabeled uses of drugs exists because of the time lag between the discovery of a beneficial use and the production of data needed for FDA approval.

5. The author regards the practice of using drugs for medically valid purposes before FDA approval as

A) a necessary compromise.

B) a dangerous policy.

C) an illegal activity.

D) an unqualified success.

6. Which of the following statements best summarizes the point of the passage?

A) Patients have been exposed to needless medical risk because the FDA has not adequately regulated unlabeled uses as well as disapproved uses.

B) Physicians who engage in the practice of unlabeled use make valuable contributions to medical science and should be protected from legal repercussions of such activity.

C) Pharmaceutical firms develop and test new drugs which initially have little or no medical value but later are found to have value in unlabeled uses.

D) The government should distinguish between unlabeled use and disapproved use of a drug, allowing the practice of unlabeled use and condemning disapproved use.

**Passage II**

Helplessness and passivity are central themes in describing human depression. Laboratory experiments with animals have uncovered a phenomenon designated “learned helplessness.” Dogs given inescapable shock initially show intense emotionality, but later become passive in the same situation. When the situation is changed from inescapable to escapable shock, the dogs fail to escape even though escape is possible. Neurochemical changes resulting from learned helplessness are similar to those found in separation loss, changes which produce an avoidance-escape deficit in laboratory animals.

Is the avoidance deficit caused by prior exposure to inescapable shock, learned helplessness, or simply a stress-induced noradrenergic deficiency leading to a deficit in motor activation? Avoidance-escape deficit can be produced in rats by stress alone, e.g., by a brief swim in cold water. But a deficit produced by exposure to extremely traumatic events must be produced by a very different mechanism than the deficit produced by exposure to the less traumatic, uncontrollable, aversive events in the learned-helplessness experiments. A nonaversive parallel to the learned helplessness induced by uncontrollable shock, e.g., induced by uncontrollable food delivery, produces similar results. Moreover, studies have shown the importance of prior experience in learned helplessness. Dogs can be “immunized” against learned helplessness by prior experience with controllable shock. Rats also show a “mastery effect” after extended experience with escapable shock. They work far longer trying to escape from inescapable shock than do rats lacking this prior mastery experience. Conversely, weanling rats given inescapable shock fail to escape shock as adults. These adult rats are also poor at nonaversive discrimination learning.

Certain similarities have been noted between conditions produced in animals by the learned helplessness procedure and by the experimental neurosis paradigm. In the latter, animals are first trained on a discrimination task and are then tested with discriminative stimuli of increasing similarity. Eventually, as the discrimination becomes very difficult, animals fail to respond and begin displaying abnormal behaviors, first agitation, then lethargy.

It has been suggested that both learned helplessness and experimental neurosis involve inhibition of motivation centers and pathways by limbic forebrain inhibitory centers, especially in the septal area. The main function of this inhibition is compensatory, providing relief from anxiety or distress. In rats subjected to the learned-helplessness and experimental-neurosis paradigms, stimulation of the septum produces behavioral arrest, lack of behavioral initiation and lethargy; while rats with septal lesions do not show learned helplessness. How analogous the model of learned helplessness and the paradigm of stress-induced neurosis are to human depression is not entirely clear. Inescapable noise or unsolvable problems have been shown to result in conditions in humans similar to those induced in laboratory animals, but an adequate model of human depression must also be able to account for the cognitive complexity of human depression.

7. The primary purpose of the passage is to

A) propose a cure for depression in human beings.

B) discuss research possibly relevant to depression in human beings.

C) criticize the result of experiments which induce depression in laboratory animals.

D) raise some questions about the propriety of using laboratory animals for research.

8. The author raises the question at the beginning of the second paragraph in order to

A) prove that learned helplessness is caused by neurochemical changes.

B) demonstrate that learned helplessness is also caused by nonaversive discrimination learning.

C) suggest that further research is needed to determine the exact causes of learned helplessness.

D) refute a possible objection based on an alternative explanation of the cause of learned helplessness.

9. It can be inferred from the passage that rats with septal lesions do not show learned helplessness because

A) such rats were immunized against learned helplessness by prior training.

B) the lesions blocked communication between the limbic forebrain inhibitory centers and motivation centers.

C) the lesions prevented the rats from understanding the inescapability of the helplessness situation.

D) a lack of stimulation of the septal area does not necessarily result in excited behaviour.

10. It can be inferred that the most important difference between experiments inducing learned helplessness by inescapable shock and the nonaversive parallel mentioned is the nonaversive parallel

A) did not use pain as a stimuli to be avoided.

B) failed to induce learned helplessness in subject animals.

C) reduced the extent of learned helplessness.

D) caused a more traumatic reaction in the animals.

11. Which of the following would be the most logical continuation of the passage?

A) an explanation of the connection between the septum and the motivation centers of the brains of rats

B) an examination of techniques used to cure animals of learned helplessness

C) a review of experiments designed to create stress-induced noradrenergic deficiencies in humans

D) an elaboration of the differences between human depression and similar animal behavior

12. In developing her argument, the author relies on conclusions based on all of the following EXCEPT

A) studies of humans exposed to inescapable noise.

B) experiments exposing animals to inescapable shock.

C) experiments exposing animals to escapable shock.

D) programs to cure human beings of learned helplessness.

**Passage III**

Until Josquin des Prez (1440-1521), Western music was liturgical, designed as an accompaniment to worship. Like the intricately carved gargoyles perched atop medieval cathedrals beyond sight of any human, music was composed to please God before anybody else; its dominant theme was reverence. Emotion was there, but it was the grief of Mary standing at the foot of the Cross, the joy of the faithful hailing Christ’s resurrection. Even the secular music of the Middle Ages was tied to predetermined patterns that sometimes seemed to stand in the way of individual expression.

While keeping one foot firmly planted in the divine world, Josquin stepped with the other into the human. He scored magnificent masses, but also newly expressive motets such as the lament of David over his son Absalom or the “Deploration d’Ockeghem,” a dirge on the death of d’Ockeghem, the greatest master before Josquin, a motet written all in black notes, and one of the most profoundly moving scores of the Renaissance. Josquin was the first composer to set psalms to music. But alongside Benedicite omnia opera Domini Domino (“Bless the Lord, all ye works of the Lord”) he put EI Grillo (“The cricket is a good singer who manages long poems”) and Allegez moy (“Solace me, sweet pleasant brunette”). Josquin was praised by Martin Luther, for his music blends respect for tradition with a rebel’s willingness to risk the horizon. What Galileo was to science, Josquin was to music. While preserving their allegiance to God, both asserted a new importance for man.

Why then should Josquin languish in relative obscurity? The answer has to do with the separation of concept from performance in music. In fine art, concept and performance are one; both the art lover and the art historian have thousands of years of paintings, drawings, and sculptures to study and enjoy. Similarly with literature: Poetry, fiction, drama, and criticism survive on the printed page or in manuscript for judgment and admiration by succeeding generations. But musical notation on a page is not art, no matter how lofty or excellent the composer’s conception; it is, crudely put, a set of directions for producing art. Being highly symbolic, musical notation requires training before it can even be read, let alone performed. Moreover, because the musical conventions of other days are not ours, translation of a Renaissance score into modern notation brings difficulties of its own. For example, the Renaissance notation of Josquin’s day did not designate the tempo at which the music should be played or sung. It did not indicate all flats or sharps; these were sounded in accordance with musicianly rules, which were capable of transforming major to minor, minor to major, diatonic to chromatic sound, and thus affect melody, harmony and musical expression. A Renaissance composition might include several parts, but it did not indicate which were to be sung, which to be played, nor even whether instruments were to be used at all.

Thus, Renaissance notation permits several interpretations and an imaginative musician may give an interpretation that is a revelation. But no matter how imaginative, few modern musicians can offer any interpretation of Renaissance music. The public is small, limiting the number of musicians who can afford to learn, rehearse, and perform it. Most of those who attempt it at all are students organized in collegia musica whose memberships have a distressing habit of changing every semester, thus preventing directors from maintaining the year-in, year-out continuity required to achieve excellence of performance. Finally, the instruments used in Renaissance times – rum horns, recorders, rauschpfeifen, shawms, sackbuts, organettos - must be specially procured.

13. The primary purpose of the passage is to

A) introduce the reader to Josquin and account for his relative obscurity.

B) describe the main features of medieval music and show how Josquin changed them.

C) place Josquin’s music in an historical context and show its influence on later. Composers.

D) enumerate the features of Josquin’s music and supply critical commentary.

14. The passage contains information which would help answer all of the following questions EXCEPT:

A) What are the titles of some of Josquin’s secular compositions?

B) What are the names of some Renaissance musical instruments?

C) Who was the greatest composer before Josquin?

D) What are the names of some of Josquin’s most famous students?

15. The author would most likely agree with which of the following statements?

A) Music is a more perfect art form than painting or sculpture.

B) Music can be said to exist only when it is being performed.

C) Josquin was the greatest composer of the Middle Ages.

D) Renaissance music is superior to music produced in modern times.

16. The passage leads most logically to a proposal to

A) establish more collegia musica.

B) study Josquin’s compositional techniques in greater detail.

C) include Renaissance music in college studies.

D) provide funds for musicians to study and play Josquin.

17. The author cites all of the following reasons for Josquin’s relative obscurity EXCEPT

A) the difficulty one encounters in attempting to read his musical notation

B) the inability of modern musicians to play instruments of the Renaissance

C) the difficulty of procuring unusual instruments needed to play the music

D) the lack of public interest in Renaissance music

**Passage IV**

The existence of both racial and sexual discrimination in employment is well documented, and policy makers and responsible employers are particularly sensitive to the plight of the Black female employee on the theory that she is doubly the victim of discrimination. That there exist differences in income between Whites and Blacks is clear, but it is not so clear that these differences are solely the result of racial discrimination in employment. The two groups differ in productivity, so basic economics dictates that their incomes will differ.

To obtain a true measure of the effect of racial discrimination in employment it is necessary to adjust the gross Black/White income ratio for these productivity factors. White women in urban areas have a higher educational level than Black women and can be expected to receive larger incomes. Moreover, state distribution of residence is important because Blacks are overrepresented in the South, where wage rates are typically lower than elsewhere and where racial differentials in income are greater. Also, Blacks are overrepresented in large cities, and incomes of Blacks would be greater if Blacks were distributed among cities of different sizes in the same manner as Whites.

After standardization for the productivity factors, the income of Black urban women is estimated to be between 108 and 125 percent of the income of White women. This indicates that productivity factor more than account for the actual White/Black income differential for women. Despite their greater education, White women’s actual median income is only 2 to 5 percent higher than that of Black women in the North. Unlike the situation of men, the evidence indicates that the money income of Black urban women was as great as, or greater than, that of Whites of similar productivity in the North, and probably in the United States as a whole. For men, however, the adjusted Black/White income ratio is approximately 80 percent.

At least two possible hypotheses may explain why the adjustment for productivity more than accounts for the observed income differential for women, whereas a differential persists for men. First, there may be more discrimination against Black men than against Black women. The different occupational structures for men and women give some indication why this could be the case, and institutionalized considerations - for example, the effect of unionization in cutting competition - may also contribute. Second, the data are consistent with the hypothesis that the intensity of discrimination against women differs little between Whites and Blacks. Therefore, racial discrimination adds little to effects of existing sex discrimination.

These findings suggest that a Black woman does not necessarily suffer relatively more discrimination in the labor market than does a White woman. Rather, for women, the effects of sexual discrimination are so pervasive that the effects of racial discrimination are negligible. Of course, this is not to say that the more generalized racial discrimination of which Black women, like men, are victims does not disadvantage Black women in their search for work. After all, one important productivity factor is level of education, and the difference between White and Black women on this scale is largely the result of racial discrimination.

18. The primary purpose of the passage is to

A) explain the reasons for the existence of income differentials between men and women.

B) show that racial discrimination against Black women in employment is less important than sexual discrimination.

C) explore the ways in which productivity factors such as level of education influence the earning power of Black workers.

D) sketch a history of racial and sexual discrimination against Black and female workers in the labor market.

19. According to the passage, the gross Black/White income ratio is not an accurate measure of discrimination in employment because the gross ratio

A) fails to include large numbers of Black workers who live in the large cities and in the South.

B) must be adjusted to reflect the longer number of hours and greater number of days worked by Black employees.

C) represents a subjective interpretation by the statistician of the importance of factors such as educational achievement.

D) includes income differences attributable to real economic factors and not to discrimination.

20. Which of the following best describes the relationship between the income level for Black women and that for Black men?

A) In general, Black men earn less money than Black women.

B) On the average, Black women in the South earn less money than Black men in large Northern cities.

C) Productivity factors have a greater dollar value in the case of Black women.

D) The difference between income levels for Black and White women is less than that for Black and White men.

21. Which of the following best describes the logical relationship between the two hypotheses presented in the fourth paragraph?

A) The two hypotheses may both be true since each phenomenon could contribute to the observed differential.

B) The two hypotheses are contradictory, and if one is proved to be correct, the other is proved incorrect.

C) The two hypotheses are dependent on each other, and empirical disconfirmation of the one is disconfirmation of the other.

D) The two hypotheses are logically connected so that proof of the first entails the truth of the second.

22. Which of the following best describes the tone of the passage?

A) confident and overbearing

B) ill-tempered and brash

C) objective and critical

D) tentative and inconclusive

23. If the second hypothesis mentioned in the fourth paragraph is correct, a general lessening of discrimination against women should lead to a(n)

A) higher White/Black income ratio for women

B) lower White/Black income ratio for women

C) lower female/male income ratio

D) increase in the productivity of women

**Passage V**

The ways by which species are maintained as separate reproductive units are numerous but insufficiently understood. In general, one may speak of premating and postmating isolating mechanisms.

Premating isolating mechanisms, which serve to prevent mating between members of different species, primarily include habitat separation, seasonal separation, and ethological (behavioral) separation. The first of these is exemplified by the toads Bufo americanus and B. fowleri. They have similar ranges, but different habitat preferences within these ranges; the former is found in wooded areas, brook pools, and shallow rain puddles; while the latter is found in open areas, ponds, large rain pools, and quiet water near streams or creeks. If time be considered as the fourth dimension, then seasonal separation is quite similar to habitat separation. B. americanus, for example, tends to breed in early spring (April), while B. fowleri breeds in late spring (June). For obvious reasons, habitat separation is more common in plants and sedentary animals than in mobile animals. Probably because of the great constancy and predictability of water temperature and consequent dependence of embryonic development upon temperature changes, seasonal isolation is more common in water animals than in land animals. (Although they spend much time on land, toads and frogs are considered water animals for these purposes, because they breed underwater.)

In animals, ethological isolating mechanisms are more important than any other; courtship patterns are usually sufficiently precise that mating between different species is usually forestalled. Such mechanisms are not absolute; for instance, Bufo woodhousei and B. americanus have very different mating calls, yet they hybridize considerably with each other. Behavioral differences may prevent random mating not only between species, but also between different races of the same species.

Postmating isolating mechanisms are less efficient than premating ones, because the former involve a wasting of gametes. Natural selection thus favors the evolution of the latter. Four types of postmating isolating mechanisms may be considered: gametes die, zygote dies, hybrid offspring is sterile, and hybrid offspring is inferior. In many species of the fly Drosophila, an immunologic reaction to sperm from another species causes swelling of the vagina, leading to killing of the sperm. Death of the developing embryo can occur in gastrula, if maternal and paternal proteins are incompatible. Hybrid sterility, often accompanied by exceptional physical vigor, is exemplified by the mule, the product of a horse and a donkey.

The reasons for hybrid sterility are complex; Bufo is one of the few genuses which has been studied to determine the amount of cross-sterility for all species in the genus. Hybrid inferiority, where seemingly viable offspring are discriminated against in pair formation, is difficult to study, but may explain the small amount of hybridization among ducks.

24. How many mechanisms that help to keep the different species of the genus Bufo isolated from each other does the passage mention?

A) 1

B) 2

C) 3

D) 4

25. Seasonal isolation is most likely to be found in

A) Drosophila.

B) sparrows.

C) tuna fish.

D) mules.

26. Compared to frogs, developmental dependence on temperature cues of embryos exposed to a constant environment (e.g. mammals) is likely to be

A) greater.

B) less.

C) similar.

D) indeterminate.

27. It may be inferred that premating isolating mechanisms

A) evolved in order to preserve species identity.

B) arose accidentally as a result of geographical separation.

C) cause species to be formed.

D) are more important for closely related species than for distantly related ones.

28. “Range,” as used in the second paragraph, refers to

A) the distance an individual can travel, as in a search for a mate.

B) the geographical area inhabited by a species.

C) general seasonal mating preference.

D) pre mating isolating mechanisms.

29. Postmating isolating mechanisms

A) when employed imply failure of premating isolating mechanisms.

B) represent evolutionary triumphs, as witnessed by hybrid vigor in the mule.

C) include ethological separation.

D) imply fertilization not leading to a viable offspring.

**Passage VI**

A writer’s views on other writers may have a certain interest, but it should be clear that he reads what they write almost always with a special attitude. If he should be a novelist, his own books are also a comment on his contemporaries and reveal that he supports certain tendencies and rejects others. In his own books he upholds what he deems necessary, and usually by the method of omission he criticizes what he understands as the errors and excesses of others.

I intend to examine the view taken by recent American novelists and short-story writers of the individual and his society, and I should like to begin by telling you the title of a new book by Wylie Sypher. It is *Loss of the Self in Modern Literature and Art*. I simply want to cite the title for in itself it tells us much about the common acceptance of what the Spanish critic Ortega y Gasset described some years ago as “the dehumanization of the arts.” One chapter of Mr. Sypher’s book is devoted to the Beats, but, for the most part, he finds that the theme of the annihilation of Self, and the description of an “inauthentic” life which can never make sense, is predominantly European and particularly French. The names he most often mentions are those of Andre Gide, Sartre, Beckett, Sarraute, and Robbe-Grillet. These are writers whose novels and plays are derived from definite theories which make a historical reckoning of the human condition and are peculiarly responsive to new physical, psychological, and philosophical theories. American writers, when they are moved by a similar spirit to reject and despise the Self, are seldom encumbered by such intellectual baggage, and this fact pleases their European contemporaries, who find in them a natural, that is, a brutal or violent acceptance of the new universal truth by minds free from intellectual preconceptions. In the early twenties D.H. Lawrence was delighted to discover a blunt, primitive virtue in the first stories of Ernest Hemingway, and 20 years later Andre Gide praised Dashiell Hammett as a good barbarian.

European writers take strength from German phenomenology and from the conception of entropy in modern physics in order to attack a romantic idea of the Self, triumphant in the 19th century but intolerable in the 20th. The feeling against this idea is well nigh universal. The First World War with its millions of corpses gave an aspect of the horrible to romantic overvaluation of the Self. The leaders of the Russian Revolution were icy in their hatred of bourgeois individualism. In the Communist countries millions were sacrificed in the building of socialism, and almost certainly the Lenins and the Stalins, the leaders who made these decisions, serving the majority and the future, believed they were rejecting a soft, nerveless humanism which attempted in the face of natural and historical evidence to oppose progress. A second great assault on the separate Self sprang from Germany in 1939. Just what the reduction of millions of human beings into heaps of bone betokened, there is no one who can plainly tell us, but it is at least plain that something was being done to put in question the meaning of survival, the meaning of pity, the meaning of justice, and of the importance of being oneself, the individual’s consciousness of his own existence.

It would be odd, indeed, if historical events had made no impression on American writers, even if they are not on the whole given to taking the historical or theoretical view. They characteristically depend on their own observations and appear at times obstinately empirical. But the latest work of writers like James Jones, James Baldwin, Philip Roth, John O’Hara, J.F. Powers, Joseph Bennett, Wright Morris, and others show the individual under a great strain. Laboring to maintain himself, or perhaps an idea of himself, he feels the pressure of a vast public life, which may dwarf him as an individual while permitting him to be a giant in hatred or fantasy. In these circumstances he grieves, complains, rages, or laughs. All the while he is aware of his lack of power, his inadequacy as a moralist, the nauseous pressure of the mass media, and the weight of money and organization, of racial brutalities. Adapting Gresham’s theorem to the literary situation one might say that public life drives private life into hiding. People begin to hoard their spiritual valuables. Public turbulence is largely coercive, not positive. It puts us into a passive position. There is not much we can do about the crises of international politics. Technical and political decisions, invisible powers, secrets which can be shared only by a small elite, render the private will helpless. Public life, vivid and formless turbulence, news, slogans, mysterious crises, and unreal configurations dissolve coherence in all but the most resistant minds. Rebels have no bourgeois certainties to return to when rebellions are done. The fixed points seem to be disappearing. Even the self is losing its firm outline.

30. It may be inferred that the author regards novels as critical commentaries because

A) many novels deal with matter of social import

B) in a novel an author accepts certain literary tendencies and rejects others

C) all novels deal with the society the writer lives in

D) the excitement of a novel comes from the social issues with which it deals

31. Ortega y Gasset most probably meant by the phrase “the dehumanization of the arts” that

A) novels of his day dealt with cruel and immoral deeds

B) the writers of his period dealt only with the nobility of the era

C) no one appreciated the great art of his era

D) writers often dealt with an inauthentic life which can never make sense in reality

32. According to Wylie Sypher what do Andre Gide and Sartre have in common with “The Beats”?

A) A love of music.

B) They often write about an unreal sort of life.

C) A flowing and mellow style of writing.

D) They nearly always write about the working classes of their societies.

33. According to the author how do American writers differ from European writers, particularly French writers?

A) Americans have a blunt, primitive style close to the tradition of Hemingway.

B) American writers do not have the same encumbrances of philosophical and psychological theories that Europeans have.

C) European authors tend to stay close to the style of Sartre.

D) French writers intentionally differ from their American counterparts.

34. According to the passage all the following are true about American writers except:

I. They are less encumbered by modern physical theories than European writers.

II. They always avoid the tendency to reject the self.

III. Some of the greatest American writers have had so called primitive virtues.

A) I only

B) II only

C) III only

D) I and II only

35. The author implies that World War I and the Russian Revolution had what effect on twentieth-century European literature?

A) They gave it a tendency to seek individual virtue.

B) European literature became more escapist.

C) These events helped to destroy the romantic idea of the self.

D) These events started a trend of rugged individualism.

**Passage VII**

Reverse discrimination minority recruitment, racial quotas and, more generally, affirmative action are phrases that carry powerful emotional charges. But why should affirmative action, of all government policies, be so controversial? In a sense, affirmative action is like other governmental programs, e.g. defense, conservation, and public schools. Affirmative action programs are designed to achieve legitimate government objectives such as improved economic efficiency, reduced social tension, and general betterment of the public welfare.

Government programs, however, entail a cost, that is, the expenditure of social or economic resources. Setting aside cases in which the specific user is charged a fee for a service (toll roads and tuition at state institutions), the burdens and benefits of publicly funded or mandated programs are widely shared. When an individual benefits personally from a government program, it is only because she or he is one member of a larger beneficiary class, e.g. a farmer; and most government revenue is obtained through a scheme of general taxation to which all are subject.

Affirmative action programs are exceptions to this general rule, not because the beneficiaries of the programs are specific individuals. It is still the case that those who ultimately benefit from affirmative action do so only by virtue of their status as a member of a larger group, a particular minority. Rather, the difference is the location of the burden. In affirmative action, the burden of “funding” the program is not shared universally, and that is inherent in the nature of the case, as can be seen clearly in the case of affirmative action in employment. Often job promotions are allocated along a single dimension, seniority; and when an employer promotes a less senior worker from a minority group, the person disadvantaged by the move is easily identified: the worker with greatest seniority who is passed over for promotion.

Now we are confronted with two competing moral sentiments. On the one hand, there is the idea that those who have been unfairly disadvantaged by past discriminatory practices are entitled to some kind of assistance. On the other, there is the feeling that no person ought to be deprived of what is rightfully his, even for the worthwhile service of his fellow humans. In this respect, disability due to past racial discrimination, at least insofar as there is no connection to the passed-over worker, is like a natural evil. When a villainous man willfully and without provocation strikes and injures another, there is not only the feeling that the injured person ought to be compensated but there is consensus that the appropriate party to bear the cost is the one who inflicted the injury. Yet, if the same innocent man stumbled and injured himself, it would be surprising to hear someone argue that the villainous man ought to be taxed for the injury simply because he might have tripped the victim had he been given the opportunity. There may very well be agreement that he should be aided in his recovery with money and personal assistance, and many will give willingly; but there is also agreement that no one individual ought to be singled out and forced to do what must ultimately be considered an act of charity.

36. The passage is primarily concerned with

A) comparing affirmative action programs to other government programs.

B) arguing that affirmative action programs are morally justified.

C) analyzing the basis for moral judgments about affirmative action programs.

D) introducing the reader to the importance of affirmative action as a social issue.

37. The author mentions toll roads and tuition at state institutions in order to

A) anticipate a possible objection on counter-examples.

B) avoid a contradiction between moral sentiments.

C) provide illustrations of common government programs.

D) voice doubts about the social and economic value of affirmative action.

38. With which of the following statements would the author most likely agree? ,

A) Affirmative action programs should be discontinued because they place an unfair burden on non-minority persons who bear the cost of the programs.

B) Affirmative action programs may be able to achieve legitimate social and economic goals such as improved efficiency.

C) Affirmative action programs are justified because they are the only way of correcting injustices created by past discrimination.

D) Affirmative action programs must be redesigned so that society as a whole rather than particular individuals bears the cost of the programs.

39. According to the passage, affirmative action programs are different from most other government programs in which of the following ways?

I. the goals the programs are designed to achieve

II. the ways in which costs of the programs are distributed

III. the ways in which benefits of the programs are allocated

A) I only

B) II only

C) III only

D) II and III only

40. It can be inferred that the author believes the reader will regard affirmative action programs as

A) posing a moral dilemma.

B) based on unsound premises.

C) containing self-contradictions.

D) creating needless suffering.

**STOP.** IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK. YOU MAY GO BACK TO ANY QUESTION IN THE VERBAL REASONING TEST BOOKLET.