

AP[®] English Language and Composition Exam

SECTION I: Multiple-Choice Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour

Number of Questions

54

Percent of Total Grade

45%

Writing Instrument

Pencil required

Instructions

Section I of this examination contains 54 multiple-choice questions. Fill in only the ovals for numbers 1 through 54 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample QuestionSample Answer

Chicago is a

- (A) state
- (B) city
- (C) country
- (D) continent
- (E) village

(A) ● (C) (D) (E)

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

About Guessing

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. Multiple choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, you are encouraged to answer all multiple-choice questions. On any questions you do not know the answer to, you should eliminate as many choices as you can, and then select the best answer among the remaining choices.

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ENGLISH LANGUAGE AND COMPOSITION
SECTION I
Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding oval on the answer sheet.

Note: Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1-10. Read the following passage carefully before you choose your answers.

(The following passage is from Jonathan Swift's 1729 essay "A Modest Proposal.")

There only remains one hundred and twenty thousand children of poor parents annually born. The question therefore is, how this number shall be reared and provided
 Line for, which, as I have already said, under the present situation
 5 of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither build houses (I mean in the country) nor cultivate land: they can very seldom pick up a livelihood by stealing, till they arrive at six years old, except where
 10 they are of towardly parts, although I confess they learn the rudiments much earlier, during which time, they can however be properly looked upon only as probationers, as I have been informed by a principal gentleman in the county of Cavan, who protested to me that he never knew above one or two
 15 instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I am assured by our merchants, that a boy or a girl before twelve years old is no salable commodity; and even when they come to this age they will not yield above three
 20 pounds, or three pounds and half-a-crown at most on the exchange; which cannot turn to account either to the parents or kingdom, the charge of nutriment and rags having been at least four times that value.

I shall now therefore humbly propose my own thoughts,
 25 which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted, baked, or boiled;
 30 and I make no doubt that it will equally serve in a fricasseé or a ragout.

I do therefore humbly offer it to public consideration that of the hundred and twenty thousand children already computed, twenty thousand may be reserved for breed,
 35 whereof only one-fourth part to be males; which is more than we allow to sheep, black cattle or swine; and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore one male will be sufficient to serve four females. That the
 40 remaining hundred thousand may, at a year old, be offered

in the sale to the persons of quality and fortune through the kingdom; always advising the mother to let them suck plentifully in the last month, so as to render them plump and fat for a good table. A child will make two dishes at an
 45 entertainment for friends; and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I have reckoned upon a medium that a child just born
 50 will weigh 12 pounds, and in a solar year, if tolerably nursed, increaseth to 28 pounds.

I grant this food will be somewhat dear, and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to
 55 the children.

- This text can best be described as
 - scientific
 - satirical
 - forthright
 - humanitarian
 - sadistic
- In the first, second, and fourth paragraphs the author relies on dubious
 - similes
 - ad hominem* arguments
 - extended metaphors
 - arguments from authority
 - appeals to ignorance

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3. It can be inferred that the “merchants” (line 17) and the “American” (line 26) represent
- (A) cannibals who routinely eat children
 - (B) the author’s fictional acquaintances
 - (C) aristocrats who exploit the poor
 - (D) businessmen well-versed in commerce
 - (E) typical Londoners
4. The phrase “the charge of nutriment and rags having been at least four times that value” (lines 22-23) is ironic chiefly because
- (A) food was relatively cheap at that time
 - (B) “four times” is a mere approximation
 - (C) twelve pounds is a very small sum of money
 - (D) the parents could not support their children without the aid of the kingdom
 - (E) there is no evidence that the children were wearing rags
5. The word “fricassee” (line 30) is best interpreted to mean
- (A) animal
 - (B) child
 - (C) dish
 - (D) place
 - (E) master
6. Which of the following rhetorical devices does the author employ in lines 32-39?
- (A) process analysis
 - (B) example
 - (C) cause and effect
 - (D) deductive reasoning
 - (E) analogy
7. The phrase “always advising the mother to let them suck plentifully in the last month” (lines 42-43) extends the comparison between the children and
- (A) properly nourished mammals
 - (B) poor and ruthless parents
 - (C) savages
 - (D) animals raised for slaughter
 - (E) the poor treatment of animals
8. In line 52, “dear” means
- (A) expensive
 - (B) sweet
 - (C) cherished
 - (D) unforgettable
 - (E) unhealthy
9. In context, “devoured” (line 54) is an effective word choice because
- (A) it fits both figuratively and literally
 - (B) it is appropriate only literally
 - (C) it is indicative of the landlords’ plight
 - (D) it works as a sentimental appeal
 - (E) it reveals the author’s point of view
10. The author mentions “sheep, black cattle, or swine” (line 36) in order to convey which of the following ideas?
- (A) Animals are often treated more humanely than are children.
 - (B) Large numbers of animals should be kept for breeding purposes.
 - (C) Male animals are often more effective for breeding than female animals.
 - (D) The poor are often used as commodities to profit their owners.
 - (E) Marriage is not universally valued in all cultures.

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Questions 11-22. Read the following passage carefully before you choose your answers.

(The following passage is excerpted from a contemporary article in a scholarly journal.)

The most obvious joke in the title of Swift's *Travels into Several Remote Nations of the World* is that what purports to be a chronicle of several excursions to remote nations turns out to be a satiric anatomy of specifically English attitudes and values. But there is a second joke. Many of the supposedly unfamiliar and exotic sights Gulliver sees in his sixteen years and seven months of wandering in remote nations, and even the radically altered perspectives from which he sees them (as diminutive landscapes, giant people, intelligent animals, etc.), could have been seen or experienced in a few days by anyone at the tourists sights, public entertainments, shows, spectacles, and exhibitions in the streets and at the fairs of London.

It is not surprising that *Gulliver's Travels* should be filled with the shows and diversions of London. All the Scriblerians were fascinated with popular entertainments; collectively and individually, they satirized them in many of their works. Swift shared this fascination with his fellow Scriblerians, and he transforms the sights and shows of London into an imaginative center of *Gulliver's Travels*.

1

Gulliver himself senses that the wonders he sees in remote nations resemble popular entertainments back home in England when he notes that the capital city of Lilliput "looked like the painted Scene of a City in a Theatre."¹ And other popular entertainments would allow Londoners to see many of the same sights Gulliver saw in Lilliput. A Londoner could experience what a miniature city looked like to the giant Gulliver by going to see the papier-mâché and clay architectural and topographical models displayed at fairs and in inns, some of which were extraordinarily elaborate and detailed, such as the model of Amsterdam exhibited in 1710, which was twenty feet wide and twenty to thirty feet long, "with all the Churches, Chappels, Stadt house, Hospitals, noble Buildings, Streets, Trees, Walks, Avenues, with the Sea, Shipping, Sluices, Rivers, Canals &c., most exactly built to admiration."²

Miniature people, as well as miniature landscapes, could be seen in one of the most popular diversions in London, the peepshows, which were enclosed boxes containing scenes made out of painted board, paper flats, and glass panels and given the illusion of depth by mirrors and magnifying glasses. All of this was seen through a hole bored in one side. Among the most popular scenes were interiors, particularly palace interiors of European royalty, and so there is a direct analogy between peering in the hole of a peepshow and

Gulliver's looking into the palace in Lilliput: "I applied my Face to the Windows of the middle Stories, and discovered the most splendid Apartments that can be imagined. There I saw the Empress, and the young Princes in their several Lodgings. Her Imperial Majesty was pleased to smile very graciously upon me, and gave me out the window her Hand to kiss." The queen's movements could have been seen in the peepshows, too, for clockwork animating the figures was introduced early in the century. And much the same illusion of a living, miniature world could be found in another popular diversion, the "moving picture," a device in which cutout figures were placed within a frame and activated by jacks and wheels. This curiosity fascinated contemporary Londoners: "The landscape looks as an ordinary picture till the clock-work behind the curtain be set at work, and then the ships move and sail distinctly upon the sea till out of sight; a coach comes out of town, the motion of the horses and wheels are very distinct, and a gentleman in the coach that salutes the company; a hunter also and his dogs keep their course till out of sight." Swift saw this same moving picture, or one very much like it, and was impressed.

From the article "The Hairy Maid at the Harpsichord: Some Speculations on the Meaning of *Gulliver's Travels*," by Dennis Todd, originally published in *Texas Studies in Literature and Language* Volume 34 Issue 2, pp. 239-283. Copyright © 1992 by the University of Texas Press. All rights reserved.

11. The purpose of the passage is most likely to

- (A) describe the cultural landscape in *Gulliver's Travels*
- (B) draw a comparison between the fictional world Gulliver experienced and the similar imaginative elements of eighteenth-century London
- (C) point out the superfluous nature of entertainment in Swift's London
- (D) provide evidence that Swift's satire is derived from the natural curiosity of European royalty
- (E) discredit the notion that *Gulliver's Travels* is a wholly original work

1 *Gulliver's Travels*, in *The Prose Works of Jonathan Swift*, ed. Herbert Davis, 14 vols. (Oxford: B. Blackwell, 1939-68), XI:13

2 Quoted in John Ashton, *Social Life in the Reign of Queen Anne* (New York: Chatto and Windus, 1883), 219-20

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12. In the passage, the author’s overall attitude toward *Gulliver’s Travels* can best be described as
- (A) cleverly subversive
 - (B) bitingly sarcastic
 - (C) generally appreciative
 - (D) halfheartedly engaged
 - (E) insistently dismissive
13. “Scriblerians” (line 16) refers to
- (A) book craftsmen in London
 - (B) characters in Swift’s novels
 - (C) English politicians and aristocrats
 - (D) historians of popular entertainment
 - (E) a circle of English authors
14. It can be inferred from the second paragraph that Jonathan Swift was
- (A) a citizen of London
 - (B) a producer of public entertainments
 - (C) a member of the Scriblerians
 - (D) a painter as well as an author
 - (E) a traveling salesman
15. The stylistic feature most evident in the first two paragraphs (lines 1-20) is the use of
- (A) repeated syntactical patterns
 - (B) shifts in tense and person
 - (C) historical allusions
 - (D) a series of extended metaphors
 - (E) didactic analogies and asides
16. In describing miniature people and landscapes in the final paragraph, the author emphasizes their
- (A) size
 - (B) obscurity
 - (C) magnificence
 - (D) commonness
 - (E) transience
17. In the fourth paragraph, the author includes long quotes primarily in order to
- (A) refute the claims of his detractors that *Gulliver’s Travels* was purely imaginative
 - (B) document the connection between *Gulliver’s Travels* and popular entertainments
 - (C) challenge the prevailing scholarship on the miniature people and landscapes in *Gulliver’s Travels*
 - (D) highlight the inconsistencies within *Gulliver’s Travels* regarding miniature people and landscapes
 - (E) inform the reader of the sources for the study of miniature people and landscapes in *Gulliver’s Travels*
18. Which of the following best describes the relationship between the first section (lines 1-20) and the second section (lines 21-66) of the passage?
- (A) The second section answers the series of questions raised in the first section.
 - (B) The second section challenges the prevailing picture detailed in the first section.
 - (C) The second section undermines the positions of scholars introduced in the first section.
 - (D) The second section expands on a technical definition introduced in the first section.
 - (E) The second section provides evidence for the claims introduced in the first section.
19. The footnote 1 in line 24 indicates that
- (A) the article first appeared as an addendum to *Gulliver’s Travels*
 - (B) *Gulliver’s Travels* was first published in 1939
 - (C) the quotation “looked like the...Theater” was excerpted from *Gulliver’s Travels*, part of a 14 volume set of Swift’s works
 - (D) the quotation “looked like the...Theater” was originally written by Herbert Davis
 - (E) *Gulliver’s Travels* was reprinted in its entirety in 1939, and credited to Herbert Davis instead of Swift

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20. The footnote 2 in line 36 indicates
- (A) the quotation was taken from a professional journal
 - (B) the quotation refers to a 1710 exhibit in Amsterdam
 - (C) the quotation originally appeared in *Gulliver's Travels* in 1883
 - (D) the quotation, describing a miniature exhibition of Amsterdam, first appeared in a book by John Ashton
 - (E) the quotation was originally published in a newspaper
21. The detail in lines 46-52 suggest the scene is viewed by which of the following?
- (A) an impartial anthropologist
 - (B) an intrigued visitor
 - (C) a critical literary scholar
 - (D) an argumentative architect
 - (E) a struggling writer
22. The speaker's tone might best be described as
- (A) emphatic and insistent
 - (B) scholarly and enthusiastic
 - (C) dejected but hopeful
 - (D) erudite and cynical
 - (E) intransigent yet competent

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Questions 23-33. Read the following passage carefully before you choose your answers.

(The following passage is from A Vindication of the Rights of Women by Mary Wollstonecraft in 1792.)

My own sex, I hope, will excuse me, if I treat them like rational creatures, instead of flattering their fascinating graces, and viewing them as if they were in a state of perpetual childhood, unable to stand alone. I earnestly
 Line 5 wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavour to acquire strength, both of mind and body, and to convince them that the soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste, are almost synonymous
 10 with epithets of weakness, and that those beings who are only the objects of pity and that kind of love, which has been termed its sister, will soon become objects of contempt.

Dismissing then those pretty feminine phrases, which the men condescendingly use to soften our slavish dependence,
 15 and despising that weak elegance of mind, exquisite sensibility, and sweet docility of manners, supposed to be the sexual characteristics of the weaker vessel, I wish to show that elegance is inferior to virtue, that the first object of laudable ambition is to obtain a character as a human being,
 20 regardless of the distinction of sex; and that secondary views should be brought to this simple touchstone.

This is a rough sketch of my plan; and should I express my conviction with the energetic emotions that I feel whenever I think of the subject, the dictates of experience
 25 and reflection will be felt by some of my readers. Animated by this important object, I shall disdain to cull my phrases or polish my style;—I aim at being useful, and sincerity will render me unaffected; for, wishing rather to persuade by the force of my arguments, than dazzle by the elegance of my
 30 language, I shall not waste my time in rounding periods, nor in fabricating the turgid bombast of artificial feelings, which, coming from the head, never reach the heart—I shall be employed about things, not words!—and, anxious to render my sex more respectable to members of society, I
 35 shall try to avoid that flowery diction which has slid from essays into novels, and from novels into familiar letters and conversation.

These pretty nothings—these caricatures of the real beauty of sensibility, dropping glibly from the tongue, vitiate
 40 the taste, and create a kind of sickly delicacy that turns away from simple unadorned truth; and a deluge of false sentiments and overstretched feelings, stifling the natural emotions of the heart, render the domestic pleasures insipid, that ought to sweeten the exercise of those severe duties,
 45 which educate a rational and immortal being for a nobler field of action.

The education of women has, of late, been more attended to than formerly; yet they are still reckoned a frivolous sex, and ridiculed or pitied by the writers who endeavour by
 50 satire or instruction to improve them. It is acknowledged that they spend many of the first years of their lives in acquiring a

smattering of accomplishments: meanwhile strength of body and mind are sacrificed to libertine notions of beauty, to the desire of establishing themselves—the only way women
 55 can rise in the world—by marriage. And this desire making mere animals of them, when they marry they act as such children may be expected to act—they dress; they paint, and nickname God’s creatures—Surely these weak beings are only fit for a seraglio!—Can they govern a family, or take
 60 care of the poor babes whom they bring into the world?

23. In the initial paragraph, the author employs both

- (A) apology and classification
- (B) irony and exposition
- (C) analogy and extended metaphor
- (D) flattery and epithets
- (E) induction and persuasion

24. In the initial paragraph, the author decries

- (A) traditional feminine attributes
- (B) traditional male attributes
- (C) modern sexuality
- (D) the importance of love
- (E) the importance of sentiments

25. In the initial paragraph, the author suggests that

- (A) men prefer strong women
- (B) a man will never truly love a strong woman
- (C) men never respect strong women
- (D) women need emotional and physical strength
- (E) women need intellectual and physical strength

26. The author ties the second paragraph to the first by using the words

- (A) “vessel” and “touchstone”
- (B) “soften” and “inferior”
- (C) “laudable” and “sex”
- (D) “slavish” and “virtue”
- (E) “soften” and “weak”

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27. The word "vessel" (line 17) is a metaphor for
- (A) sex
 - (B) woman
 - (C) man
 - (D) phrase
 - (E) character
28. The author suggests that a woman's worth may be best judged by
- (A) comparing her with a praiseworthy man
 - (B) examining the elegance of her writing
 - (C) evaluating the strength of her character
 - (D) evaluating her physical beauty
 - (E) examining her manners
29. The author proposes to write in a manner that is both
- (A) cogent and emotional
 - (B) polished and intellectual
 - (C) ornate and rhetorical
 - (D) elegant and cerebral
 - (E) convincing and flowery
30. The words "pretty nothings" (line 38) are a reprise of
- (A) "letters and conversation" (lines 36-37)
 - (B) "essays" and "novels" (line 36)
 - (C) "flowery diction" (line 35)
 - (D) "rounding periods" (line 30)
 - (E) "members of society" (line 34)
31. With the phrase "dropping glibly from the tongue" (line 39) the author begins
- (A) a caricature of women
 - (B) a critique of turgid bombast
 - (C) a panegyric of sugary writing
 - (D) an analysis of sentimental writing
 - (E) an extended metaphor
32. One can infer from the passage that to become strong human beings, rather than mere children, young women need
- (A) an education different from that of young men
 - (B) more understanding husbands
 - (C) obliging husbands
 - (D) a good marriage
 - (E) the same education as that of young men
33. The tone of the final paragraph is
- (A) sardonic
 - (B) lyrical
 - (C) condescending
 - (D) frivolous
 - (E) reserved

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Questions 34-44. Read the following passage carefully before you choose your answers.

(The following passage is from Neil Postman's 1995 book, *The End of Education*.)

But it is important to keep in mind that the engineering of learning is very often puffed up, assigned an importance it does not deserve. As an old saying goes, *There are one and*
Line twenty ways to sing tribal lays, and all of them are correct.

5 So it is with learning. There is no one who can say that this or that is the best way to know things, to feel things, to see things, to remember things, to apply things, to connect things and that no other will do as well. In fact, to make such a claim is to trivialize learning, to reduce it to a mechanical
 10 skill.

Of course, there are many learnings that are little else but a mechanical skill, and in such cases, there well may be a best way. But to become a different person because of something you have learned—to appropriate an insight, a
 15 concept, a vision, so that your world is altered—that is a different matter. For that to happen, you need a reason. And this is the metaphysical problem I speak of.

A reason, as I use the word here, is different from a motivation. Within the context of schooling, motivation
 20 refers to a temporary psychic event in which curiosity is aroused and attention is focused. I do not mean to disparage it. But it must not be confused with a reason for being in a classroom, for listening to a teacher, for taking an examination, for doing homework, for putting up with school
 25 even if you are not motivated.

This kind of reason is somewhat abstract, not always present in one's consciousness, not at all easy to describe. And yet for all that, without it schooling does not work. For school to make sense, the young, their parents, and their
 30 teachers must have a god to serve, or, even better, several gods. If they have none, school is pointless. Nietzsche's famous aphorism is relevant here: "He who has a *why* to live can bear with almost any *how*." This applies as much to learning as to living.

35 To put it simply, there is no surer way to bring an end to schooling than for it to have no end.

From *The End of Education* by Neil Postman, copyright © 1995 by Neil Postman. Used by permission of Alfred A. Knopf, a division of Random House, Inc.

34. The "engineering of learning" (lines 1-2) most nearly means
- (A) development of schools
 - (B) building of schools
 - (C) educational methodology
 - (D) building up of knowledge
 - (E) study of engineering
35. The "old saying" (line 3) serves as
- (A) an analogy to the sentences that follow
 - (B) a contrast to the sentences that follow
 - (C) an illustration of the first sentence
 - (D) a historical interlude
 - (E) a tribute to tribal lays
36. The series of infinitives in the initial paragraph emphasizes that the learning process is
- (A) long and tedious
 - (B) multifaceted and impersonal
 - (C) active and varied
 - (D) difficult and trivial
 - (E) mechanical and complicated
37. According to the author, motivation is
- (A) not important
 - (B) synonymous with reason
 - (C) abstract and fleeting
 - (D) momentary and concrete
 - (E) psychological and enduring
38. Both the first and third paragraphs contain
- (A) aphorisms
 - (B) ironical statements
 - (C) syllogistic reasoning
 - (D) *ad hominem* arguments
 - (E) notable parallelism
39. In line 30, "god" most nearly means
- (A) religion
 - (B) deity
 - (C) reason
 - (D) person
 - (E) Nietzsche

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40. The author employs the argument from authority as
- (A) a contrast to his point of view
 - (B) a relevant concrete example
 - (C) an apt analogy
 - (D) an example of cause and effect
 - (E) an illustration of the cruelty in schools
41. The paradox in the final sentence rests on
- (A) different meanings of “end”
 - (B) a crass simplification
 - (C) the comparison between schooling and learning
 - (D) the eternal process of learning
 - (E) a new way of bringing schooling to an end
42. The principal contrast employed by the author in the passage is between
- (A) education and wisdom
 - (B) theory and practice
 - (C) knowledge and literacy
 - (D) ignorance and religion
 - (E) motivation and purpose
43. Which of the following best states the subject of the passage?
- (A) The historical development of educational institutions
 - (B) The necessity of higher purpose in education
 - (C) The challenges of educational reform in the United States
 - (D) The lack of scientific rigor in educational theory
 - (E) The separation of church and state in American education
44. The passage as a whole is best described as
- (A) an objective analysis
 - (B) an impassioned plea
 - (C) a linear narrative
 - (D) a dramatic monologue
 - (E) a reasoned argument

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Questions 45-54. Read the following passage carefully before you choose your answers.

(The following passage is from Plessy v. Ferguson, 1896.)

It is one thing for railroad carriers to furnish, or to be required by law to furnish, equal accommodations for all whom they are under a legal duty to carry. It is quite another thing for government to forbid citizens of the white and black races from traveling in the same public conveyance, and to punish officers of railroad companies for permitting persons of the two races to occupy the same passenger coach. If a state can prescribe, as a rule of civil conduct, that whites and blacks shall not travel as passengers in the same railroad coach, why may it not so regulate the use of the streets of its cities and towns as to compel white citizens to keep on one side of a street, and black citizens to keep on the other? Why may it not, upon like grounds, punish whites and blacks who ride together in street cars or in open vehicles on a public road or street? Why may it not require sheriffs to assign whites to one side of a court room, and blacks to the other? And why may it not also prohibit the commingling of the two races in the galleries of legislative halls or in public assemblages convened for the consideration of the political questions of the day? Further, if this statute of Louisiana is consistent with the personal liberty of citizens, why may not the state require the separation in railroad coaches of native and naturalized citizens of the United States, or of Protestants and Roman Catholics?

The white race deems itself to be the dominant race in this country. And so it is, in prestige, in achievements, in education, in wealth, and in power. So, I doubt not, it will continue to be for all time, if it remains true to its great heritage, and holds fast to the principles of constitutional liberty. But in view of the constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved. It is therefore to be regretted that this high tribunal, the final expositor of the fundamental law of the land, has reached the conclusion that it is competent for a state to regulate the enjoyment by citizens of their civil rights solely upon the basis of race.

In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case.

It was adjudged in that case that the descendants of Africans who were imported into this country, and sold

as slaves, were not included nor intended to be included under the word “citizens” in the constitution, and could not claim any of the rights and privileges which that instrument provided for and secured to citizens of the United States; that, at the time of the adoption of the constitution, they were “considered as a subordinate and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the government might choose to grant them.” The recent amendments of the constitution, it was supposed, had eradicated these principles from our institutions.

I am of opinion that the state of Louisiana is inconsistent with the personal liberty of citizens, white and black, in that state, and hostile to both the spirit and letter of the constitution of the United States. If laws of like character should be enacted in the several states of the Union, the effect would be in the highest degree mischievous. Slavery, as an institution tolerated by law, would, it is true, have disappeared from our country; but there would remain a power in the states, by sinister legislation, to interfere with the full enjoyment of the blessings of freedom, to regulate civil rights, common to all citizens, upon the basis of race, and to place in a condition of legal inferiority a large body of American citizens, now constituting a part of the political community, called the “People of the United States,” for whom, and by whom through representatives, our government is administered. Such a system is inconsistent with the guaranty given by the constitution to each state of a republican form of government, and may be stricken down by congressional action, or by the courts in the discharge of their solemn duty to maintain the supreme law of the land, anything in the constitution or laws of any state to the contrary notwithstanding.

For the reason stated, I am constrained to withhold my assent from the opinion and judgment of the majority.

45. The speaker in this passage is

- (A) delivering a political speech
- (B) rendering a legal judgment
- (C) reminiscing about the past
- (D) a state governor
- (E) involved with the railroad company

GO ON TO THE NEXT PAGE.

46. In the first paragraph, the series of rhetorical questions serves the speaker's strategy of reasoning by
- (A) appeals to authority
 - (B) analogy
 - (C) description
 - (D) induction
 - (E) deduction
47. In line 28, "it" refers to
- (A) "white race" (line 25)
 - (B) "country" (line 26)
 - (C) "prestige" (line 26)
 - (D) "power" (line 27)
 - (E) "time" (line 28)
48. Which of the following best describes the rhetorical function of the sentence "There is no caste here." (line 32)?
- (A) It reiterates the claim of the previous sentence with a different the syntactical structure.
 - (B) It clarifies the author's attitude toward the caste system through analogy.
 - (C) It specifies the author's preference for the best social system for the United States.
 - (D) It refutes the claims of his opponents by using a simple syntactical structure.
 - (E) It documents the claims introduced in the first paragraph by appealing to a comparison to the caste system.
49. Based on the passage, the speaker holds that
- (A) racial equality will become a reality in America
 - (B) civil equality is guaranteed by the Constitution
 - (C) racial equality is guaranteed by the Constitution
 - (D) both civil and racial equality are guaranteed by the Constitution
 - (E) neither civil nor racial equality is guaranteed by the Constitution
50. In line 50, "pernicious" most nearly means
- (A) just
 - (B) unjust
 - (C) useful
 - (D) propitious
 - (E) harmful
51. In the speaker's opinion, the Louisiana law is subject to censure by
- (A) either the United States Congress or the United States Supreme Court
 - (B) Louisiana legislation only
 - (C) United States legislation only
 - (D) the people of Louisiana only
 - (E) neither the United States Congress nor the United States Supreme Court
52. In line 66, "mischievous" is best interpreted to mean
- (A) whimsical
 - (B) insubordinate
 - (C) troublemaking
 - (D) pernicious
 - (E) disgraceful
53. The final paragraph functions as
- (A) an exception to the rule offered in the first two paragraphs
 - (B) a critique of the claims of his political and ideological opponents
 - (C) a definitive statement of dissent from the claims of the court
 - (D) a contrast to the claims of the previous paragraph
 - (E) an acknowledgement of an objection the author's central thesis
54. The style of the entire passage can be best described as
- (A) ornate and whimsical
 - (B) dry and objective
 - (C) abstract and legalistic
 - (D) terse and opinionated
 - (E) probing and subtle

END OF SECTION I

AP[®] English Language and Composition Exam

SECTION II: Free-Response Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

2 hours, plus a 15-minute
reading period

Number of Questions

3

Percent of Total Grade

55%

Writing Instrument

Pen required

Instructions

Section II of this examination requires answers in essay form. To help you use your time well, the coordinator will announce the time at which each question should be completed. If you finish any question before time is announced, you may go on to the following question. If you finish the examination in less than the time allotted, you may go back and work on any essay question you want.

Each essay will be judged on its clarity and effectiveness in dealing with the requirements of the topic assigned and on the quality of the writing. After completing each question, you should check your essay for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections. Remember that quality is far more important than quantity.

Write your essays with a pen, preferably in black or dark blue ink. Be sure to write **CLEARLY** and **LEGIBLY**. Cross out any errors you make.

The questions for Section II are printed in the green insert. You are encouraged to use the green insert to make notes and to plan your essays, but be sure to write your answers in the pink booklet. Number each answer as the question is numbered in the examination. Do not skip lines. Begin each answer on a new page in the pink booklet.

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ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Time—2 hours

Question 1

(Suggested writing time—40 minutes. This question counts for one-third of the total essay section score.)

In democratic nations today, the ability to vote is presumed. Many consider this right a “natural right,” while others consider it a privilege or even a civic duty.

Carefully read the following six sources, including the introductory information for each source. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-written essay that develops a position on the most important consideration in granting suffrage to women in America.

Make sure that your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

- Source A (Anthony lecture)
- Source B (*Daily Graphic*)
- Source C (Hunt)
- Source D (66th Congress)
- Source E (*Minor v. Happersett*)
- Source F (*Woman's Sphere*)

GO ON TO THE NEXT PAGE.

Source A

Anthony, Susan B. "Is It a Crime for a Citizen of the United States to Vote?" 3 April 1873.

The following passage is the opening of a speech given by Susan B. Anthony, who in 1872 was arrested and charged with voting illegally.

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

Nor can you find a word in any of the grand documents left us by the fathers that assumes for government the power to create or to confer rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

"All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed."

Here is no shadow of government authority over rights, nor exclusion of any from their full and equal enjoyment. Here is pronounced the right of all men, and "consequently," as the Quaker preacher said, "of all women," to a voice in the government. And here, in this very first paragraph of the declaration, is the assertion of the natural right of all to the ballot; for, how can "the consent of the governed" be given, if the right to vote be denied. Again:

"That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles, and organizing its powers in such forms as to them shall seem most likely to effect their safety and happiness."

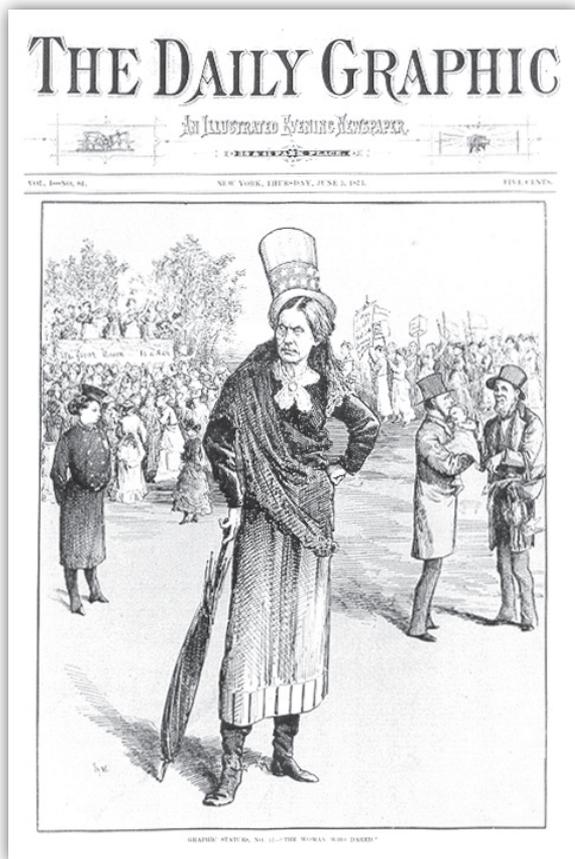
Surely, the right of the whole people to vote is here clearly implied. For however destructive in their happiness this government might become, a disfranchised class could neither alter nor abolish it, nor institute a new one, except by the old brute force method of insurrection and rebellion. One-half of the people of this nation to-day are utterly powerless to blot from the statute books an unjust law, or to write there a new and a just one.

GO ON TO THE NEXT PAGE.

Source B

Wust, Thomas. Untitled political cartoon.
The Daily Graphic. 1873.

The following is a political cartoon.



GO ON TO THE NEXT PAGE.

Source C

United States v. Susan B. Anthony (1873).

The following passage is excerpted from Judge Ward Hunt's instructions to the jury.

The right of voting, or the privilege of voting, is a right or privilege arising under the Constitution of the State, and not of the United States. The qualifications are different in the different States. Citizenship, age, sex, residence, are variously required in the different States, or may be so. If the right belongs to any particular person, it is because such person is entitled to it by the laws of the State where he offers to exercise it, and not because of citizenship of the United States. If the State of New York should provide that no person should vote until he had reached the age of 31 years, or after he had reached the age of 50, or that no person having gray hair, or who had not the use of all his limbs, should be entitled to vote, I do not see how it could be held to be a violation of any right derived or held under the Constitution of the United States. We might say that such regulations were unjust, tyrannical, unfit for the regulation of an intelligent State; but if rights of a citizen are thereby violated, they are of that fundamental class derived from his position as a citizen of the State, and not those limited rights belonging to him as a citizen of the United States. (...)

If she believed she had a right to vote, and voted in reliance upon that belief, does that relieve her from the penalty? It is argued that the knowledge referred to in the act relates to her knowledge of the illegality of the act, and not to the act of voting; for it is said that she must know that she voted. Two principles apply here: First, ignorance of the law excuses no one; second, every person is presumed to understand and to intend the necessary effects of his own acts. Miss Anthony knew that she was a woman, and that the constitution of this State prohibits her from voting. She intended to violate that provision—intended to test it, perhaps, but certainly intended to violate it. The necessary effect of her act was to violate it, and this side is presumed to have intended. There was no ignorance of any fact, but all the facts being known, she undertook to settle a principle in her own person. She takes the risk, and she cannot escape the consequences. It is said, and authorities are cited to sustain the position, that there can be no crime unless there is a culpable intent; to render one criminally responsible a vicious will must be present. A commits a trespass on the land of B, and B, thinking and believing that he has a right to shoot an intruder on his premises, kills A on the spot. Does B's misapprehension of his rights justify his act? Would a Judge be justified in charging the jury that if satisfied that B supposed he had a right to shoot A he was justified, and they should find a verdict of not guilty? No Judge would make such a charge. To constitute a crime, it is true that there must be a criminal intent, but it is equally true that knowledge of the facts of the case is always held to supply this intent. An intentional killing bears with it evidence of malice in law. Whoever, without justifiable cause, intentionally kills his neighbor is guilty of a crime. The principle is the same in the case before us, and in all criminal cases. (...)

Upon this evidence I suppose there is no question for the jury and that the jury should be directed to find a verdict of guilty.

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Source D

Joint resolution of the 66th Congress,
May 19, 1919.

Sixty-sixth Congress of the United States of America;

At the First Session,

Begun and held at the City of Washington on Monday, the nineteenth day of May,
one thousand nine hundred and nineteen.

JOINT RESOLUTION

Proposing an amendment to the Constitution extending the right of suffrage
to women.

*Resolved by the Senate and House of Representatives of the United States
of America in Congress assembled (two-thirds of each House concurring therein),
That the following article is proposed as an amendment to the Constitution,
which shall be valid to all intents and purposes as part of the Constitution when
ratified by the legislatures of three-fourths of the several States.*

“ARTICLE ————.

“The right of citizens of the United States to vote shall not be denied or
abridged by the United States or by any State on account of sex.

“Congress shall have power to enforce this article by appropriate
legislation.”

F. H. Gillett

Speaker of the House of Representatives.

Thos. R. Marshall

Vice President of the United States and

President of the Senate.

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Source E

Minor v. Happersett, 88 U.S. 162 (1874)

The following passage is excerpted from the Opinion of the Court.

In October, 1874, the Supreme Court voted unanimously that the Constitution of the United States does not confer on women the right to vote in federal elections.

When the Federal Constitution was adopted, all the States, with the exception of Rhode Island and Connecticut, had constitutions of their own. These two continued to act under their charters from the Crown. Upon an examination of those constitutions we find that in no State were all citizens permitted to vote. Each State determined for itself who should have that power. Thus, in New Hampshire, “every male inhabitant of each town and parish with town privileges, and places unincorporated in the State, of twenty-one years of age and upwards, excepting paupers and persons excused from paying taxes at their own request,” were its voters; in Massachusetts “every male inhabitant of twenty-one years of age and upwards, having a freehold estate within the commonwealth of the annual income of three pounds, or any estate of the value of sixty pounds”; in Rhode Island “such as are admitted free of the company and society” of the colony; in Connecticut such persons as had “maturity in years, quiet and peaceable behavior, a civil conversation, and forty shillings freehold or forty pounds personal estate,” if so certified by the selectmen. (...)

Certainly, if the courts can consider any question settled, this is one. For nearly ninety years the people have acted upon the idea that the Constitution, when it conferred citizenship, did not necessarily confer the right of suffrage. If uniform practice long continued can settle the construction of so important an instrument as the Constitution of the United States confessedly is, most certainly it has been done here. Our province is to decide what the law is, not to declare what it should be.

We have given this case the careful consideration its importance demands. If the law is wrong, it ought to be changed; but the power for that is not with us. The arguments addressed to us bearing upon such a view of the subject may perhaps be sufficient to induce those having the power, to make the alteration, but they ought not to be permitted to influence our judgment in determining the present rights of the parties now litigating before us. No argument as to woman’s need of suffrage can be considered. We can only act upon her rights as they exist. It is not for us to look at the hardship of withholding. Our duty is at an end if we find it is within the power of a State to withhold.

Being unanimously of the opinion that the Constitution of the United States does not confer the right of suffrage upon any one, and that the constitutions and laws of the several States which commit that important trust to men alone are not necessarily void, we affirm the judgment.

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Source F

Nineteenth-century political cartoon.



Woman Devotes Her Time to Gossip and Clothes Because She Has Nothing Else to Talk About. Give Her Broader Interests and She Will Cease to Be Vain and Frivolous.



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Question 2

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

The passages that follow were published shortly after the appearance of Mary Shelley’s *Frankenstein* (1818). At that time, very few people knew the identity of the author. The first passage has been extracted from an anonymous piece from *The Quarterly Review*. The second passage is part of (Sir) Walter Scott’s review of *Frankenstein* in *Blackwood’s Edinburgh Magazine*.

Read the passages carefully. Then write an essay in which you compare and contrast the manner in which each critic uses language to convey a point of view.

Passage 1

On board this ship poor Frankenstein, after telling his story to Mr. Walton, who has been so kind to write it down for our use, dies of cold, fatigue, and horror; and soon after, the monster, who had borrowed (we presume from the flourishing colony of East Greenland) a kind of raft, comes alongside the ship, and notwithstanding his huge bulk, jumps in at Mr. Walton’s cabin window, and is surprised by that gentleman pronouncing a funeral oration over the departed Frankenstein; after which, declaring that he will go back to the Pole, and there burn himself on a funeral pyre (of ice, we conjecture) of his own collecting, he jumps again out the window into his raft, and is out of sight in a moment.

Our readers will guess from this summary, what a tissue of horrible and disgusting absurdity this work presents. It is piously dedicated to Mr. Godwin, and is written in the spirit of his school. The dreams of insanity are embodied in the strong and striking language of the insane, and the author, notwithstanding the rationality of his preface, often leaves us in doubt whether he is not as mad as his hero. Mr. Godwin is the patriarch of a literary family, whose chief skill is in delineating the wanderings of the intellect, and which strangely delights in the most affecting and humiliating of human miseries. His disciples are a kind of out pensioners of Bedlam, and like “Mad Bess” or “Mad Tom,” are occasionally visited with paroxysms of genius and fits of expression, which makes sober-minded people wonder and shudder.

But when we have thus admitted that *Frankenstein* has passages which appall the mind and make the flesh creep, we have given it all the praise (if praise it can be called) which we dare to bestow. Our taste and our judgment alike revolt at this kind of writing, and the greater the ability with which it may be executed the worse it is—it inculcates no lesson of conduct, manners, or morality; it cannot mend, and will not even amuse its readers, unless their taste have been deplorably vitiated—it fatigues the feelings without interesting the understanding; it gratuitously harasses the sensations. The author has powers, both of conception and language, which employed in a happier direction might, perhaps (we speak dubiously), give him a name among these whose writings amuse or amend their fellow-creatures; but we take the liberty of assuring him, and hope that he may be in a temper to listen to us, that the style which he has

adopted in the present publication merely tends to defeat his own purpose, if he really had any other object in view than that of leaving the wearied reader, after a struggle between laughter and loathing, in doubt whether the head or the heart of the author be the most diseased.

GO ON TO THE NEXT PAGE.

Passage 2

Exhausted by his sufferings, but still breathing vengeance against the being which was at once his creature and his persecutor, this unhappy victim to physiological discovery expires just as the clearing away of the ice permits Captain
 Line 5 Walton's vessel to hoist sail for the return to Britain. At midnight, the daemon, who had been his destroyer, is discovered in the cabin, lamenting over the corpse of the person who gave him being. To Walton he attempts to justify his resentment towards the human race, while, at the same
 10 time, he acknowledges himself a wretch who had murdered the lovely and the helpless, and pursued to irremediably ruin his creator, the select specimen of all that was worthy of love and admiration.

"Fear not," he continues, addressing the astonished
 15 Walton, "that I shall be the instrument of future mischief. My work is nearly complete. Neither yours nor any man's death is needed to consummate the series of my being, and accomplish that which must be done; but it requires my own. Do not think that I shall be slow to perform this sacrifice.
 20 I shall quit your vessel on the ice-raft which brought me hither, and shall seek the most northern extremity of the globe; I shall collect my funeral pile and consume to ashes this miserable frame, that its remains may afford no light to any curious and unhallowed wretch, who would create such
 25 another as I have been...."

"He sprung from the cabin-window, as he said this, upon the ice-raft which lay close to the vessel. He was soon borne away by the waves, and lost in darkness and distance."

Whether this singular being executed his purpose or not
 30 must necessarily remain an uncertainty, unless the voyage of discovery to the north pole should throw any light on the subject.

So concludes this extraordinary tale, in which the author seems to us to disclose uncommon powers of
 35 poetic imagination. The feeling with which we perused the unexpected and fearful, yet, allowing the possibility of the event, very natural conclusion of Frankenstein's experiment, shook a little even our firm nerves; although such and so numerous have been the expedients for exciting terror
 40 employed by the romantic writers of the age, that the reader may adopt Macbeth's words with a slight alteration:

"We have supp'd full with horrors
 Direness, familiar to our 'callous' thoughts,
 Cannot once startle us."

45 It is no slight merit in our eyes that the tale, though wild in incident, is written in plain and forcible English, without exhibiting that mixture of hyperbolical Germanisms with which tales of wonder are usually told, as if it were necessary that the language should be as extravagant as the fiction.
 50 The ideas of the author are always clearly as well as forcibly expressed; and his descriptions of landscape have in them the choice requisites of truth, freshness, precision, and beauty.

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Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Read carefully the passage below. Then write an essay that examines the extent to which the claim that a “neutral” stand on race perpetuates racial imbalance holds true today. Use appropriate evidence to support your argument.

I am saying that sometimes colorblindness is racism. I know that sounds counterintuitive, but let me go on.

Think of society as comprised of lots of different groups of people, identified by their race, gender, etc. Neutrality in our society is supposed to be the great equalizer because we believe that, if we don't favor any one group, things will work themselves out and become more equal. But the thing is this: neutrality has this effect only if there is no previous social or historical context. But that's not how the real world is. There is, in fact, a social and historical context for every situation. So if I were being “neutral” and viewing everyone as being the same, ignoring personal contexts, I wouldn't be promoting equality because I would be ignoring the differences that exist and allowing the inequalities to continue to exist, given that I wouldn't do anything to help change them. Identifying problems and actively promoting solutions are necessary to effect useful change; being neutral is consenting to the status quo.

STOP

END OF EXAM
