

Section I

Questions 18-31. Read the following passage carefully before you choose your answers.

(The following passage is excerpted from a 1940 autobiographical essay.)

Line A man in the European sixteenth century was born
not simply in the valley of the Thames or Seine, but in
a certain social class and the environment of that class
made and limited his world. He was then, consciously
5 or not, not fully a man; he was an artisan and until he
complied with the limitations of that class he was
continually knocking his hands, head and heart
against an environment, composed of other classes,
which limited what he could and could not do and
10 what he must do; and this greater group environment
was not a matter of mere ideas and thought; it was
embodied in muscles and armed men, in scowling
faces, in the majesty of judge and police and in human
law which became divine.

15 Much as I knew of this class structure of the world,
I should never have realized it vividly and fully if I
had not been born into its modern counterpart, racial
segregation; first into a world composed of people
with colored skins who remembered slavery and
20 endured discrimination; and who had to a degree their
own habits, customs, and ideals; but in addition to this
I lived in an environment which I came to call the
white world. I was not an American; I was not a man;
I was by long education and continual compulsion
25 and daily reminder, a colored man in a white world;
and that white world often existed primarily, so far as
I was concerned, to see with sleepless vigilance that I
was kept within bounds. All this made me limited in
physical movement and provincial in thought and
30 dream. I could not stir, I could not act, I could not
live, without taking into careful daily account the
reaction of my white environing world. How I
traveled and where, what work I did, what income I
received, where I ate, where I slept, with whom I
35 talked, where I sought recreation, where I studied,
what I wrote and what I could get published—all
this depended and depended primarily upon an
overwhelming mass of my fellow citizens in the
United States, from whose society I was largely
40 excluded.

Of course, there was no real wall between us.
I knew from the days of my childhood and in the
elementary school, on through my walks in the
Harvard yard and my lectures in Germany, that in
45 all things in general, white people were just the
same as I: their physical possibilities, their mental
processes were no different from mine; even the
difference in skin color was vastly overemphasized
and intrinsically trivial. And yet this fact of racial
50 distinction based on color was the greatest thing in
my life and absolutely determined it, because this
surrounding group, in alliance and agreement with the
white European world, was settled and determined
upon the fact that I was and must be a thing apart.
55 It was impossible to gainsay this. It was impossible
for any time and to any distance to withdraw myself
and look down upon these absurd assumptions with
philosophical calm and humorous self-control. If, as
happened to a friend of mine, a lady in a Pullman car
60 ordered me to bring her a glass of water, mistaking
me for a porter, the incident in its essence was a joke
to be chuckled over; but in its hard, cruel significance
and its unending inescapable sign of slavery, it was
something to drive a man mad.

18. The speaker's primary purpose in the passage is to
- (A) justify the need for class structures in the modern world
 - (B) seek restitution for wrongs committed against him
 - (C) establish the major distinctions between race issues and class issues
 - (D) convey the psychological impact of a system of segregation
 - (E) condemn physical force as a means of maintaining segregation

19. Line 7 (“continually knocking his hands, head and heart”) provides an example of
- (A) antithesis
 - (B) alliteration
 - (C) apostrophe
 - (D) analogy
 - (E) anticlimax
20. The series of phrases in lines 12-14 (“in muscles . . . became divine”) suggests the
- (A) uncertainty that people felt about their own social class
 - (B) internal conflicts rampant in a rigid class system
 - (C) many ways that class structure was maintained
 - (D) inability of government to rule without the support of religion
 - (E) transition from a society ruled by force to one ruled by law
21. In relation to the rest of the passage, the first paragraph provides
- (A) historical information that illuminates the speaker’s own circumstances
 - (B) an analogy that puts the reader in the same situation as that in which the speaker exists
 - (C) a comparison between the life of sixteenth-century artisans and twentieth-century artists
 - (D) conflicting statements about the social position of artisans in Europe
 - (E) a personal reminiscence that alters the speaker’s views
22. The second paragraph is significant in that the speaker
- (A) cites a counterexample to that in the opening paragraph
 - (B) makes use of the power of personal experience
 - (C) outlines his assumptions about the reader’s experiences
 - (D) traces the history of modern discrimination
 - (E) utilizes eyewitness accounts to document claims
23. The word “education” (line 24) refers to
- (A) formal learning in school
 - (B) independent learning gained from personal reading
 - (C) learning acquired through recitation
 - (D) learning obtained through experience
 - (E) learning influenced by parents
24. In context, the phrase “sleepless vigilance” (line 27) suggests
- (A) a nervous inability to sleep
 - (B) an obsessive concern for safety
 - (C) the relentless desire for freedom
 - (D) the disruptive ferment of new ideas
 - (E) the determined enforcement of a system
25. The speaker uses lines 30-40 (“I could not . . . largely excluded”) primarily to
- (A) emphasize the effects of racism by cataloging his experiences
 - (B) criticize past social practices in discriminatory countries
 - (C) signal a shift in focus that will be discussed subsequently
 - (D) illustrate the fear that made it difficult for him to write
 - (E) decry the injustices suffered by all peoples in subordinate stations
26. As used in line 55, “gainsay” is best interpreted to mean
- (A) deny
 - (B) deplore
 - (C) articulate
 - (D) reiterate
 - (E) emphasize

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The passage is reprinted for your use in answering the remaining questions.

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27. The speaker uses the word “impossible” twice at
the beginning of the final paragraph (line 55) in
order to

- (A) contrast the ironic first use of the word with
the straightforward second use
- (B) return to the writing style used in the first
paragraph of the essay
- (C) explore the development of a logical
argument
- (D) imply that all impossibilities are created by
humans
- (E) highlight the strong feelings that the subject
engenders

28. The effectiveness of the final paragraph is primarily a result of its
- (A) demand for immediate action
 - (B) reliance on extended metaphor
 - (C) use of specific example
 - (D) tone of defensiveness
 - (E) investigation of a claim
29. The final sentence of the passage (lines 58-64) moves from
- (A) conveying a private awareness of an injustice to covering up its public aftermath
 - (B) relating an incident to decrying its implications
 - (C) citing universal truths to searching for exceptions
 - (D) expressing an idea to demanding punishment for an action
 - (E) showing forgiveness to taking personal responsibility for a mistake
30. The speaker's tone might best be described as
- (A) callous and reckless
 - (B) petulant and critical
 - (C) resigned and reconciled
 - (D) detached but hopeful
 - (E) civil but angry
31. The primary imagery of the passage is that of
- (A) flight
 - (B) creation
 - (C) confinement
 - (D) darkness
 - (E) punishment