TAKEING CAAP TESTS

Bring the following to the test administration:

1. At least 3 sharpened soft-lead (No. 2) pencils with erasers.
2. A wristwatch to pace yourself during the test, if desired.
3. Calculator - certain types of calculators are permitted on the Mathematics CAAP Test. However, all problems on the test can be solved without using calculators. The following types of calculators are not allowed:
   - Pocket organizers
   - Hand held or laptop computers
   - Models with QWERTY (typewriter-style) keyboards. Calculators with letter keys are permitted as long as the keys are not arranged in the QWERTY format.

The following types of calculators are allowed, but only if they are used as noted:
   - Models with paper tapes - the paper must be removed
   - Models that make noise - the sound function must be turned off
   - Models that transfer data wireless with other calculators - the transfer capability must be disabled by placing opaque materials, such as masking tape, over the infrared data port.
   - Models with a power cord - the power cord must be removed and the calculator must use battery power.

The following test-taking strategies are recommended:

- Pace yourself to allow time for each question
- Read the directions for each test carefully
- Read each question carefully
- Answer the easier questions first
- Use logic in more difficult questions
- Review your work
- Answer every question because there is no penalty for guessing
- Be precise in marking your answer sheet—stay within the circles
- Erase all unintended marks completely

DESCRIPTION OF THE CAAP TESTS

Each test requires 40 minutes for completion. An additional 10 minutes are needed to complete background information. Four of the CAAP tests are multiple choice: Writing Skills, Mathematics, Reading, and Critical Thinking. The questions are numbered and the answer choices for each question are lettered. All multiple-choice test results are reported on a scale of 40 to 80 with a mean of approximately 60. Sub-scores are reported on a scale of 5 to 25 with a mean of approximately 15. Essays are scored on a scale of 1 - 6.

Writing Skills Test

This 72-item test measures your understanding of conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. Spelling, vocabulary and rote recall of rules of grammar are not tested. The test consists of six prose passages, each of which is accompanied by a set of 12 multiple-choice test items. A range of passage types is used to provide a variety of rhetorical situations. The student must decide which response is most appropriate.
Mathematics Test

The 35-item test is designed to measure your mathematical reasoning ability. It assesses the ability to solve mathematical problems encountered in many post-secondary curricula. It emphasizes quantitative reasoning rather than the memorization of formulas. The content areas tested include pre-elementary, intermediate and advanced algebra, coordinate geometry, trigonometry, and introductory calculus. A sub-score through college algebra only is reported.

Reading Test

This 36-item test measures reading comprehension as a product of skill in referring, reasoning, and generalizing. The test items require the student to derive meaning from several tests by: 1) referring to what is explicitly stated; 2) reasoning to determine implicit meanings; and 3) drawing conclusions, comparisons, and generalizations beyond the test. The test consists of four prose passages of about 900 words each that are representative of the level and kinds of writing commonly found in college curricula. Passages are selected from published sources on topics from prose fiction, the humanities, the social sciences, and the natural sciences. Each passage is accompanied by a set of nine multiple choice test items.

Writing (Essay) Test

This test consists of two parts and requires 20 minutes for each part. You must respond to both parts to receive an essay score. Because this is a test of your writing skills, your response to each section should be an essay of complete sentences and paragraphs, as well organized and clearly written as you can make it in the allotted time. There are four pages in your answer booklet to write your responses to each part of the test. Essays that are illegible cannot be scored. Each of the two 20-minute writing tasks is defined by a short prompt that identifies a specific hypothetical situation and audience. The situation involves an issue on which you must make a decision. You then take a position and explain why the position taken is the better (or best) alternative. The background knowledge and experience required to carry out the task are well within the command of college sophomores.
In the end, everyone gives up jogging. Some find that their strenuous efforts to earn a living drains away their energy.

Others suffering from defeat by the hazards of the course, from hard pavement to muddy tracks, and from smog to sleet and snow.

These can also collapse in their sneakers.

1. A. NO CHANGE  
   B. drain  
   C. has drained  
   D. is draining

2. A. NO CHANGE  
   B. suffered  
   C. suffer  
   D. suffering with

3. A. NO CHANGE  
   B. Still others  
   C. They can also  
   D. They also can
My experience having been different, however; I had a revelation.

It happened two summers ago at Lake Tom. I had been accustomed to running every day, but that week I decided to be lazy. I sailed, basked in the sun, and ate wonderfully: the best meals I've ever eaten.

By the fourth day I had to face the truth: my body was slowly changing to becoming dough.

4. A. NO CHANGE
   B. being different,
   C. was a difference,
   *D. was different,

5. Which of the following would most specifically illustrate the point that the writer ate wonderfully?
   A. NO CHANGE
   B. nutritious and healthful meals.
   *C. lobster, steak, and baked potatoes.
   D. breakfast, lunch and dinner.

6. A. NO CHANGE
   B. become
   C. being
   *D. OMIT the underlined portion.
So I tied on my running shoes and loped out to the main road in search of a five-mile route. Out of curiosity I turned onto Lookout Hill Road and soon discovered how the road had come by its name. I was chugging up one of the longest, steepest inclines in the region. Perched at the top was a ramshackle house, and only a desire to get a closer look kept me going.

I was exhausted when I reached the crest of the hill. There I found a native New Englander rocking on the front porch of the house, which was painted. "Mister," I panted, "you sure live on a big hill!"

He studied me closely for a moment and then responded, "Yep, and I've got the good sense not to run up it." That night I tied the laces of my running shoes around a rock and dropped them in Lake Tom.

7. *A. NO CHANGE
   B. Out of curiosity, Lookout Hill Road was turned onto
   C. Having become curious, Lookout Hill Road was the route I turned onto
   D. Curious, a turning into Lookout Hill Road was what I did,

8. *A. NO CHANGE
   B. longest, steepest,
   C. longest steepest,
   D. longest and steepest,

9. A. NO CHANGE
   B. house (painted).
   C. house, and it was painted.
   *D. house.

10. Which of the following sentences would provide the conclusion that best supports the point made in the first paragraph that the writer gave up jogging because of a revelation?

*A. NO CHANGE
   B. I realized that the New Englander was, indeed, correct, and walked back down the hill.
   C. After that, I sat down on the porch and we talked for more than an hour.
   D. Jogging may be good for you, but it's also tiring—especially if you jog up hills!
Pre-Algebra (Basic Skills)

1. How much greater is the product of -3, -7, and 5 than their sum?
   A. -110
   B. -100
   C. 90
   D. 100
   *E. 110

Pre-Algebra (Application)

2. Mark bought 3 shirts at a clothing store. If he paid a total of $15.00 for 2 shirts and the average (arithmetic mean) cost of the 3 shirts was $8.00, how much did Mark pay for the third shirt?
   A. $7.00
   B. $7.67
   C. $8.50
   *D. $9.00
   E. $11.50

Coordinate Geometry (Basic Skills)

3. A straight line in the coordinate plane passes through the points with (x,y) coordinates (-1,1) and (2,3). What are the (x,y) coordinates of the point at which the line passes through the y-axis?
   A. (0,2)
   *B. (0,5/3)
   C. (0,2)
   D. (0,5/2)
   E. (-2,0)
Intermediate Algebra (Application)

Items 4-5 are based on the following information.

Astonville currently has a property tax of 2% of the market value of each house. Senator Smith has proposed a change in the property tax. Under this Smith Proposal, there would be no tax on a house unless the market value of the house was above $20,000. The tax on a house whose market value was over $20,000 would be 2.5% of the difference between the house's market value and $20,000.

4. Sue Miller would pay the same tax on her house under the Smith Proposal as under the current plan. What is the market value of her house?
   A. $ 10,000
   B. $ 40,000
   *C. $100,000
   D. $120,000
   E. $400,000

5. What percentage of Senator Smith's constituents would save money under this new tax proposal?
   A. 25%
   B. 33\(\frac{1}{3}\)%
   C. 50%
   D. 66\(\frac{2}{3}\)%
   *E. The answer cannot be determined from the given information.

College Algebra (Basic Skills)

6. If \(-4x^2 + 4x + 3 > 0\), then which of the following inequalities must be true?
   A. \(x > 0\)
   B. \(x < 0\)
   C. \(x < -\frac{1}{2}\) or \(x > \frac{3}{2}\)
   *D. \(-\frac{1}{2} < x < \frac{3}{2}\)
   E. \(-\frac{3}{2} < x < \frac{1}{2}\)
Trigonometry (Basic Skills)

7. Which of the following is equivalent to \(\frac{\sin x \tan^2 x + \sin x}{\tan x}\), for \(0 < x < 90^\circ\)?

A. \(\sin x + \cos x\)

B. \(2 \sin x \tan x\)

*C. \(\sec x\)

D. \(\cos x\)

E. \(\frac{\sin^2 x}{\cos^3 x}\)

Calculus (Basic Skills)

8. What is the derivative, with respect to \(x\), of \(2e^x\)?

A. \(e^{2x}\)

B. \(2xe^{x-1}\)

C. \(2xe^x\)

*D. \(2e^x\)
If we are to understand the politics of a nation, we must understand the issues people care about and the underlying images of the good society and how to achieve it that shape their opinions. Citizens in different nations differ as to the importance they attach various policy outcomes. In some societies private property is highly valued, in others communal possessions are the rule. Some goods are valued by nearly everyone, such as material welfare, but societies differ nevertheless: some emphasize equality and minimum standards for all, while others emphasize the opportunity to move up the economic ladder. Some cultures put more weight on welfare and security, others value liberty and procedural justice. Moreover, the combination of learned values, strategies, and social conditions will lead to quite different perceptions about how to achieve desired social outcomes. One study showed that 73 percent of the Italian Parliament strongly agreed that a government wanting to help the poor would have to take from the rich in order to do it. Only 12 percent of the British Parliament took the same strong position, and half disagreed with the idea that redistribution was laden with conflict. Similarly, citizens and leaders in preindustrial nations disagree about the mixture of government regulation and direct government investment in the economy necessary for economic growth.

Political cultures may be consensual or conflictual on issues of public policy and on their views of legitimate governmental and political arrangements. In a consensual political culture citizens tend to agree on the appropriate means of making decisions and tend to share views of what the major problems of the society are and how to solve these. In more conflictual cultures the citizens are sharply divided, often on both the legitimacy of the regime and solutions to major problems. In several recent studies of citizens' attitudes in industrial societies, respondents in different countries were asked to locate their political positions on a ten-point scale ranging from extreme left to extreme right...

Figure 1: Patterns of Left-Right Distributions of Opinion in Five Countries: Citizens' Self-Placement in the Mid-1970s
The differences and patterns can be seen in Figure 3.2. In the top part of the figure we see the United States, Britain, and Germany. In each of these countries the distribution is that of a normal curve. Most of the respondents are concentrated in the center and very few place themselves at the extreme right or extreme left. The United States has the most consensual of these distributions, with nearly half the respondents locating themselves at the center. At the bottom of the figure we see the distributions for France and Italy. Although the center is still the most common position, their political cultures are more conflictual than those of the three countries above. Fewer citizens locate themselves at the center—only about one-third in France do so. And, as we might expect from the substantial strength of Communist parties in France and Italy, many citizens place themselves at the extreme left. These more conflictual distributions in the political culture both encourage and reflect the more intense political debates in these countries, and have been associated with dispute over the legitimacy of the regime as well as disagreements on political issues.

When a country like Italy or France is deeply divided in political attitudes and values we speak of the distinctive groups as political subcultures, which may share common national sentiments and loyalties, but disagree on basic issues, ideologies, and the like. The term political subculture may also be applied to groups less opposed to one another, as in Austria and the Netherlands. In the latter countries, such groups as Catholics, Protestants, liberals, and socialists have distinctive points of view on political matters, affiliate themselves with different political parties and interest groups, have separate newspapers, and even separate social clubs and sport groups. Nonetheless, relationships between these groups have been relatively amicable in recent years, unlike the intense and violent conflict between political subcultures in Northern Ireland.


Sample Items for Passage 1

1. The passage argues that the politics of a nation are determined by:

   A. the amount and kind of economic activity engaged in by a society.
   B. a consensus of national sentiments and loyalties.
   C. the degree to which the interests of a nation conflict with those of other nations.
   D. the opinions of citizens about what policies are best for their society.

   *D. the opinions of citizens about what policies are best for their society.
2. The passage suggests that political subcultures exist in societies in which:

   I. there is a high degree of political consensus.
   II. citizens disagree violently on basic political issues.
   III. disagreement between political parties is generally amicable.

   A. I only
   B. II only
   C. III only
   D. I and III only
   *E. II and III only

3. According to Figure 1, which nation reports the greatest number of citizens who consider their political orientation to be on the extreme right?

   A. France
   B. Italy
   *C. United Kingdom
   D. United States

4. A nation in which two political parties publish newspapers which criticize each other's ideas for instituting reform in welfare programs can most likely be considered a:

   A. conflictual culture with harshly opposed political subcultures.
   *B. conflictual culture with amicable political subcultures.
   C. consensual culture with amicable political subcultures.
   D. conflictual culture with limited freedom of the press.
Sample Passage 2: Prose Fiction

On Union Boulevard, St. Louis, in the 1950's, there were women in their eighties who lived with the shades drawn, who hid like bats in the caves they claimed for home. Neighbors of my grandmother, they could be faintly heard through a ceiling or wall. A drawer opening. The slow thump of a shoe. Who they were and whom they were mourning (someone had always just died) intrigued me. Me, the child who knew where the cookies waited in Grandma's kitchen closet. Who lined five varieties up on the table and bit from each one in succession, knowing my mother would never let me do this at home. Who sold Girl Scout cookies door-to-door in annual tradition, who sold fifty boxes, who won The Prize. My grandmother told me which doors to knock on. Whispered secretly, "She'll take three boxes--wait and see."

Hand-in-hand we climbed the dark stairs, knocked on the doors. I shivered, held Grandma tighter, remember still the smell which was curiously fragrant, a sweet soup of talcum powder, folded curtains, roses pressed in a book. Was that what years smelled like? The door would miraculously open and a withered face framed there would peer oddly at me as if I had come from another world. Maybe I had. "Come in," it would say, or "Yes?" and I would mumble something about cookies, feeling foolish, feeling like the one who places a can of beans next to an altar marked For the Poor and then has to stare at it--the beans next to the cross--all through the worship. Feeling I should have brought more, as if I shouldn't be selling something to these women, but giving them a gift, some new breath, assurance that there was still a child's world out there, green grass, scabby knees, a playground where you could stretch your legs higher than your head. There were still Easter eggs lodged in the mouths of drainpipes and sleds on frozen hills, that joyous scream of flying toward yourself in the snow. Squirrels storing nuts, kittens being born with eyes closed; there was still everything tiny, unformed, flung wide open into the air!

But how did you carry such an assurance? In those hallways, standing before those thin gray wisps of women, with Grandma slinking back and pushing me forward to go in alone, I didn't know. There was something here which also smelled like life. But it was a life I hadn't learned yet. I had never outlived anything I knew of, except one yellow cat. I never had saved a photograph. For me life was a bounce, an unending burst of pleasures. Vaguely I imagined what a life of recollection could be, as already I was haunted by a sense of my own lost baby years, golden rings I slipped on and off my heart. Would I be one of those women?

Their rooms were shrines of upholstery and lace. Silent radios standing under stacks of magazines. Did they work? Could I turn the knobs? Questions I wouldn't ask here. Windows with shades pulled low, so the light peeping through took on a changed quality, as if it were brighter or dimmer than I remembered. And portraits, photographs, on walls, on tables, faces strangely familiar, as if I was destined to know them. I asked no questions and the women never questioned me. Never asked where the money went, had the price gone up since last year, were there any additional flavors. They bought what they remembered--if it was peanut-butter last year, peanut-butter this year would be fine. They brought the coins from jars, from pocketbooks without handles, counted them carefully before me, while I stared at their thin crops of knotted hair. A Sunday brooch pinned loosely to the shoulder of an everyday dress. What were these women thinking of?
And the door would close softly behind me, transaction complete, the closing click like a drawer sliding back, a world slid quietly out of sight, and I was free to return to my own universe, to Grandma standing with arms folded in the courtyard, staring peacefully up at a bluejay or sprouting leaf. Suddenly I'd see Grandma in her dress of tiny flowers, curly gray permanent, tightly lace shoes, as one of them—but then she'd turn, laugh, "Did she buy?" and again belong to me.

Gray women in rooms with the shades drawn . . . weeks later the cookies would come. I would stack the boxes, make my delivery rounds to the sleeping doors. This time I would be businesslike, I would rap firmly, "Hello Ma'am, here are the cookies you ordered." And the face would peer up, uncertain . . . cookies? . . . as if for a moment we were floating in the space between us. What I did (carefully balancing boxes in both my arms, wondering who would eat the cookies—I was the only child ever seen in that building) or what she did (reaching out with floating hands to touch what she had bought) had little to do with who we were, had been, or ever would be.


Sample Items for Passage 2

1. Which of the following statements represents a justifiable interpretation of the meaning of the story?

A. The girl's experience selling Girl Scout cookies influenced her choice of careers.
*B. The girl's experiences with elderly women made her aware of the prospect of aging.
C. Because she spent so much time with her grandmother, the girl preferred the company of older people to that of other children.
D. The whole experience of selling Girl Scout cookies was a dream or hallucination and had nothing to do with who the girl really was.

2. When she delivered the Girl Scout cookies, the girl most likely adopted a businesslike attitude because:

A. she hoped that such an attitude would persuade the elderly women to buy more cookies.
B. her grandmother had urged her to be more polite.
*C. she wanted to avoid recalling the thoughts she had during her previous visit.
D. the elderly women really wanted little to do with her.
3. The girl was taken aback by the sight of her grandmother (5th paragraph) because:

A. the grandmother has a look of disapproval on her face.
B. it seems odd that her grandmother should be staring at a bluejay.
C. the grandmother asks if the woman bought any cookies.
* D. it occurs to the girl that her grandmother is an old woman.

4. What conclusion can most justifiably be drawn about the adult woman who narrates the story?

*A. She understands her reaction to the elderly women better now than she did as a girl.
B. She now looks down on elderly women and their way of living.
C. She is concerned about living conditions for the poor.
D. She believes she should never have tried to sell cookies to the women.
CRITICAL THINKING
Sample Passages and Items

Sample Passage 1

Senator Favor proposed a bill in the state Legislature that would allow pharmacists to prescribe medications for minor illnesses, without authorization from a physician (i.e., a "prescription"). In support of her proposal, Favor argued:

Doctors have had a monopoly on authorizing the use of prescription medicines for too long. This has caused consumers of this state to incur unnecessary expense for their minor ailments. Often, physicians will require patients with minor complaints to go through an expensive office visit before the physician will authorize the purchase of the most effective medicines available to the sick.

Consumers are tired of paying for these unnecessary visits. At a recent political rally in Johnson County, I spoke to a number of my constituents and a majority of them confirmed my belief that this burdensome, expensive, and unnecessary practice is widespread in our state. One man with whom I spoke said that his doctor required him to spend $80 on an office visit for an uncommon skin problem which he discovered could be cured with a $2 tube of prescription cortisone lotion.

Anyone who has had to wait in a crowded doctor's office recently will be all-too-familiar with the "routine": after an hour in the lobby and a half-hour in the examining room, a physician rushes in, takes a quick look at you, glances at your chart and writes out a prescription. To keep up with the dizzying pace of "health care," physicians rely more and more upon prescriptions, and less and less upon careful examination, inquiry, and bedside manner.

Physicians make too much money for the services they render. If "fast food" health care is all we are offered, we might as well get it at a good price. This bill, if passed into law, would greatly decrease unnecessary medical expenses and provide relief to the sick; people who need all the help they can get in these trying economic times. I urge you to vote for this bill.

After Senator Favor's speech, Senator Counter stood to present an opposing position, stating:

Senator Favor does a great injustice to the physicians of this state in generalizing from her own health care experiences. If physicians' offices are crowded, they are crowded for reasons that are different from those suggested by Senator Favor. With high operating costs, difficulties in collecting medical bills, and exponential increases in the costs of malpractice insurance, physicians are lucky to keep their heads above water. In order to do so, they must make their practices more efficient, relying upon nurses and laboratories to do some of the patient screening.
No one disputes the fact that medical expenses are soaring. But, there are issues at stake which are more important than money—we must consider the quality of health care. Pharmacists are not trained to diagnose illnesses. Incorrect diagnoses by pharmacists could lead to extended illness or even death for an innocent customer. If we permit such diagnoses, we will be personally responsible for those illnesses and deaths.

Furthermore, since pharmacies make most of their money by selling prescription drugs, it would be unwise to allow pharmacists to prescribe. A sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics!

Finally, with the skyrocketing cost of insurance, it would not be profitable for pharmacists to open themselves up to malpractice suits for mis-prescribing drugs. It is difficult enough for physicians with established practices to make it; few pharmacists would be willing to take on this financial risk. I recommend that you vote against this bill.

Sample Items for Passage 1

1. Favor's "unofficial poll" of her constituents at the Johnson County political rally would be more persuasive as evidence for her contentions if the group of people to whom she spoke had:

   I. been randomly selected.
   II. represented a broad spectrum of the population: young and old, white and non-white, male and female, etc.
   III. not included an unusually large number of pharmacists.

   A. I only
   B. II only
   C. III only
   D. I, II, and III

2. In her example of the man who paid $80 for an office visit to treat an uncommon skin problem, Favor seems to assume, but probably should not, that:

   *A. the man would have discovered this cure without the doctor's diagnosis.
   B. two dollars is the average price of the cortisone lotion.
   C. eighty dollars is the average price for an office visit of this kind.
   D. cortisone lotion is effective on all rashes.
3. Counter's concern that a sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics is probably unfounded because:

A. sick persons often send others to get their drugs.
B. narcotics are not normally prescribed for "minor ailments."
C. most people do not buy aspirin at the drugstore.
D. most people who need narcotics go to a physician to get them.

4. It is obvious from Favor's speech that she believes which of the following?

A. Most prescriptions are unnecessary.
B. Senator Counter will oppose the bill.
C. If the bill is passed into law it will greatly reduce the cost of all medical treatment.
D. If the bill is passed the average costs for treatment of minor ailments would be reduced significantly.

5. It is clear from Senator Counter's speech that he believes:

A. physicians are not having difficult economic times.
B. Favor's description of the crowded physician's office is not completely inaccurate.
C. the cost of malpractice insurance is not growing at an accelerated pace.
D. the quality of health care will not diminish if pharmacists are allowed to prescribe drugs.
A: The domestic spending policies of the current administration are simply reprehensible. The real enemy of our democracy is not big government, but big business. As our society becomes increasingly dominated by enormous corporate conglomerates, there is less and less room for real individual initiative. Our lives are becoming completely determined by what happens in the board room as the rich get richer and the poor get poorer.

B: How can you say that? You have it just backwards. Excessive government regulation and high taxes lead to complete totalitarianism. Only when there is less government intervention in our lives and lower taxes allow us to employ our assets to our own best advantage does talk of individual initiative make any sense at all.

A: You elitists are all alike. You think only of the freedom of opportunity for the privileged few. You have no concern for those members of society who may not have the resources to be entrepreneurs or investors. Democracy means "liberty and justice for all," not just for those of you with a lot of money.

B: Justice? What justice is there in taking away my hard-earned dollars to pay for welfare programs for people who don't want work? And besides, liberty is simply a question of the existence of possibilities. Everyone can succeed in our society, if they only use their talents and assets wisely. You can lead a horse to water, but you can't make it drink.

A: You're confusing liberty with license. Having the right to do something doesn't mean that there's any real opportunity for you to actually do it. The least-advantaged of our society do not have the ability to exploit the system successfully. Freedom is a matter of choice between real alternatives, alternatives the poor do not have.

B: People don't choose their parents. It wouldn't be my fault if mine were a little better off than most. It's a fool's dream to think that you can get rid of the inequalities of birth. But the glory of democracy is that everybody has an equal say in where we go from here, given those natural inequalities. Besides, the only purpose of government is to protect the property rights of its citizens.

A: But the authority of the government is the authority given to it by the people. And there is no apparent reason for the poor to recognize your so-called "right of property" when they do not have any property. How could you convince them that it is for their own good to recognize this right?
B: Of course it's for their own good. Without the government—human nature being what it is—there would be constant strife and violence. One of the reasons for having a government is to ensure "domestic tranquility," right? Since life would be so uncertain in a state of anarchy, everybody has an interest in recognizing the authority of the government. Besides, as long as the poor can have property, the principle is completely fair—if they had property, the government would protect it.

A: And if wishes were horses, then beggars would ride. Look, it's only fair that the better-off members of a democratic society provide for the support of the least-advantaged. A democracy consists in the free will of its citizens to self-government—you know: "We, the people, in order to form a more perfect union . . .". The economic structure of a democratic society must be such as to command everyone's consent from a standpoint of self-interest and complete equality. From such a standpoint, I cannot base my decision on the basis of the position I currently occupy within society or the amount of property I now have, so I must choose to make the best of what may be a bad situation—I must choose from the standpoint of the least-advantaged. So only if the fundamental institutions of a democracy provide real opportunities for the least-advantaged is there any justification for individuals to give their allegiance to the government and recognize the right of property.

B: But that's just what I mean. If we only encouraged investment, a free and growing economy would provide for more opportunity for the least advantaged. The profits might be reaped in the first instance by the investors, but they would eventually trickle down through the economy to raise the standard of living of every member of the society.

A: You're incorrigible, I don't know why I put up with you.

B: Think what you want; after all, it's a free country.

Sample Items for Passage 2

1. What is A's complaint about the current administration's policies?
   A. They allow businesses to own property.
   B. They don't permit the poor to own property.
   *C. They favor business interests at the expense of social programs.
   D. They restrict the freedom of all citizens.

2. A's argument in favor of social welfare programs relies on which of the following assumptions?
   A. It is unreasonable to think that everyone desires property.
   B. It is unreasonable to submit to any authority besides yourself.
   C. It is reasonable to expect society to give everyone an equal opportunity.
   *D. It is unreasonable to expect someone to submit to an authority if it is not to his own advantage.