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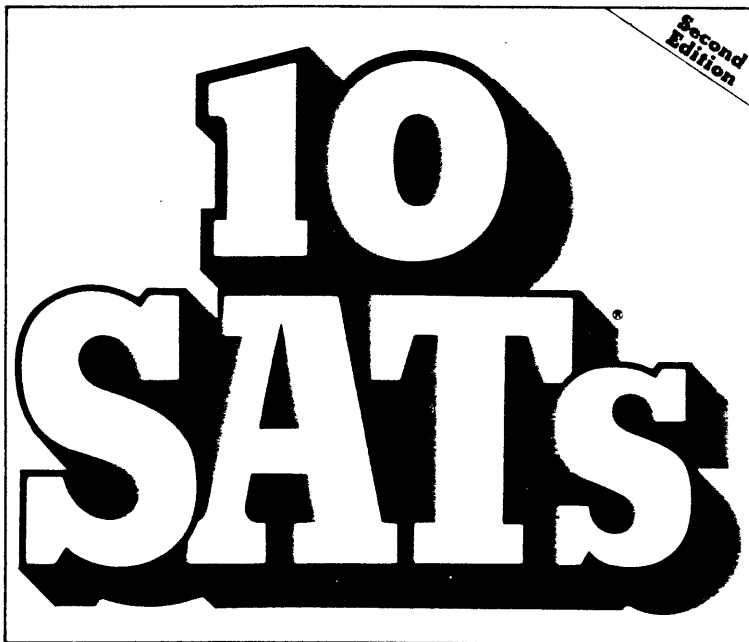
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THE ACTUAL AND COMPLETE
SCHOLASTIC APTITUDE TEST®
 PLUS ADVICE FROM THE COLLEGE BOARD
 ON HOW TO PREPARE FOR IT

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COLLEGE ENTRANCE EXAMINATION BOARD
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13. Specialization has been emphasized to such a degree that some students ---- nothing that is ---- to their primary area of interest.
 (A) ignore. .contradictory
 (B) incorporate. .necessary
 (C) recognize. .fundamental
 (D) appreciate. .relevant
 (E) value. .extraneous
14. In order to be sold to worldwide television, a movie should be ----; that is, it should neither use strong language nor tackle a controversial theme.
 (A) didactic (B) innocuous (C) illustrative
 (D) derivative (E) spurious
15. The composer's works were never original; they were merely ---- of other composers' music.
 (A) a pastiche
 (B) a privation
 (C) a determinant
 (D) an insurgence
 (E) a repudiation
19. HARBOR:SAFETY :: (A) quicksand:security
 (B) music:disturbance (C) prison:confinement
 (D) restaurant:starvation (E) oasis:thirst
20. BLUEPRINT:BUILDING :: (A) receipt:money
 (B) symphony:concert (C) map:automobile
 (D) briefcase:lawyer (E) agenda:meeting
21. GULLY:EROSION ::
 (A) drought:precipitation (B) mine:excavation
 (C) clot:dispersion (D) forest:cultivation
 (E) water:inundation
22. REPREHENSIBLE:BLAME ::
 (A) virtuous:isolation
 (B) enviable:restriction
 (C) disrespectful:honor
 (D) trustworthy:confidence
 (E) questionable:ignorance
23. MORTIFY:EMBARRASS :: (A) unleash:abandon
 (B) overlook:recognize (C) tease:compliment
 (D) laugh:amuse (E) rout:defeat
24. BLUNTNES: HONING ::
 (A) leakiness:caulking
 (B) sloppiness:skipping
 (C) monotony:rehearsing
 (D) maturity:developing
 (E) brightness:polishing
25. APOCRYPHAL:AUTHENTICATION ::
 (A) ridiculous:familiarity
 (B) detrimental:intention
 (C) mystical:intolerance
 (D) dogmatic:impatience
 (E) profane:sanctity

Each question below consists of a related pair of words or phrases, followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

Example:

YAWN:BOREDOM :: (A) dream:sleep (B) anger:madness (C) smile:amusement (D) face:expression (E) impatience:rebellion (A) (B) (C) (D) (E)

16. BARK:TREE :: (A) skin:fruit (B) dew:grass
 (C) seed:flower (D) peak:hill
 (E) wake:boat
17. EXCERPT:BOOK :: (A) type:page
 (B) script:play (C) solo:routine
 (D) clip:film (E) drama:musical
18. PIROUETTE:DANCER :: (A) touchdown:referee
 (B) motivation:coach (C) somersault:acrobat
 (D) model:sculptor (E) rink:skater

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The subject of my study is women who are initiating social change in a small region in Texas. The women are Mexican Americans who are, or were, migrant agricultural workers. There is more than one kind of innovation at work in the region, of course, but I have chosen to focus on three related patterns of family behavior.

The pattern I life-style represents how migrant farm workers of all nationalities lived in the past and how many continue to live. I treat this pattern as a baseline with which to compare the changes represented by patterns II and III. Families in pattern I work on farms year round, migrating for as many as ten months each year. They work and travel in extended kin units, with the eldest male occupying the position of authority. Families are large—eight or nine children are not unusual—and all members are economic contributors in this strategy of family migration.

Families in pattern II manifest some differences in behavior while still maintaining aspects of pattern I. They continue to migrate but on a reduced scale, often modifying their schedules of migration to allow children to finish the school year. Parents in this pattern often find temporary local jobs as checkers or clerks to offset lost farming income. Pattern II families usually have fewer children than do pattern I families.

The greatest amount of change from pattern I, however, is found in pattern III families, who no longer migrate at all. Both parents work full time in the area and have an average of three children. Children attend school for the entire school year. In pattern III, the women in particular create new roles for themselves for which no local models exist. They not only work full time but may, in addition, return to school. They also assume a greater responsibility in family decisions than do women in the other patterns. Although these women are in the minority among residents of the region, they serve as role models for others, causing ripples of change to spread in their communities.

New opportunities have continued to be determined by preexisting values. When federal jobs became available in the region, most involved working under the direction of female professionals such as teachers or nurses. Such positions were unacceptable to many men in the area because they were not accustomed to being subordinate to women. Women therefore took the jobs, at first, because the income was desperately needed. But some of the women decided to stay at their jobs after the family's financial distress was over. These women enjoyed their work, its responsibility, and the companionship of fellow women workers. The steady, relatively high income allowed their families to stop migrating. And, as the efficaciousness of these women became increasingly apparent, they and their families became even more willing to consider changes in their lives that they would not have considered before.

33. Which of the following titles best reflects the main focus of the passage?
- (A) A Study of Three Mexican-American Families at Work in Texas
 - (B) Innovative Career Women: Effects on Family Unity
 - (C) Changes in the Life-styles of Migrant Mexican-American Families
 - (D) Farming or Family: The Unavoidable Choice for Migrant Farm Workers
 - (E) Recent Changes in Methods of Farming in Texas
34. According to the passage, pattern I families are characterized by which of the following?
- (A) Small numbers of children
 - (B) Brief periods of migrant labor
 - (C) Female figures of family authority
 - (D) Commercial as well as agricultural sources of income
 - (E) Parents and children working and traveling together
35. All of the following statements about pattern II children express differences between them and pattern I children EXCEPT:
- (A) They migrate for part of each year.
 - (B) They have fewer siblings.
 - (C) They spend less time contributing to family income.
 - (D) They spend more months in school.
 - (E) Their parents sometimes work at jobs other than farming.
36. According to the passage, which of the following is NOT true of women in pattern III families?
- (A) They earn a reliable and comparatively high income.
 - (B) They continue to work solely to meet the urgent needs of their families.
 - (C) They are more involved in the deciding of family issues than they once were.
 - (D) They enjoy the fellowship involved in working with other women.
 - (E) They serve as models of behavior for others in the region.
37. The author's attitude toward the three patterns of behavior mentioned in the passage is best described as one of
- (A) great admiration
 - (B) grudging respect
 - (C) unbiased objectivity
 - (D) dissatisfaction
 - (E) indifference

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**Correct Answers for Scholastic Aptitude Test
Form Code 3H**

VERBAL		MATHEMATICAL	
Section 1	Section 4	Section 2	Section 5
1. C	1. E	1. C	1. B
2. E	2. B	2. D	2. B
3. B	3. D	3. C	3. D
4. D	4. E	4. B	4. D
5. A	5. D	5. D	5. A
6. D	6. D	6. E	6. E
7. B	7. D	7. C	7. C
8. A	8. E	8. B	*8. A
9. C	9. C	9. E	*9. C
10. E	10. A	10. D	*10. B
11. A	11. E	11. B	*11. C
12. B	12. B	12. A	*12. A
13. C	13. E	13. E	*13. D
14. D	14. B	14. A	*14. B
15. C	15. A	15. D	*15. C
16. C	16. A	16. E	*16. A
17. A	17. D	17. C	*17. C
18. D	18. C	18. A	*18. D
19. D	19. C	19. C	*19. A
20. E	20. E	20. D	*20. D
21. C	21. B	21. D	*21. A
22. D	22. D	22. A	*22. A
23. A	23. E	23. C	*23. D
24. C	24. A	24. E	*24. C
25. D	25. E	25. B	*25. B
26. B	26. B		*26. D
27. E	27. C		*27. A
28. D	28. D		28. C
29. C	29. B		29. C
30. A	30. D		30. E
31. B	31. C		31. C
32. E	32. E		32. B
33. B	33. C		33. C
34. B	34. E		34. D
35. C	35. A		35. D
36. D	36. B		
37. D	37. C		
38. C	38. A		
39. A	39. D		
40. A	40. E		
41. B			
42. C			
43. B			
44. B			
45. E			

*Indicates four-choice questions. (All of the other questions are five-choice.)