

SECTION IV

Time—35 minutes

27 Questions

Directions: Each set of questions in this section is based on a single passage or a pair of passages. The questions are to be answered on the basis of what is stated or implied in the passage or pair of passages. For some of the questions, more than one of the choices could conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question, and blacken the corresponding space on your answer sheet.

- Asian American poetry from Hawaii, the Pacific island state of the United States, is generally characterizable in one of two ways: either as portraying a model multicultural paradise, or as
- (5) exemplifying familiar Asian American literary themes such as generational conflict. In this light, the recent work of Wing Tek Lum in *Expounding the Doubtful Points* is striking for its demand to be understood on its own terms. Lum offers no romanticized notions of
- (10) multicultural life in Hawaii, and while he does explore themes of family, identity, history, and literary tradition, he does not do so at the expense of attempting to discover and retain a local sensibility. For Lum such a sensibility is informed by the fact
- (15) that Hawaii's population, unlike that of the continental U.S., has historically consisted predominantly of people of Asian and Pacific island descent, making the experience of its Asian Americans somewhat different than that of mainland
- (20) Asian Americans.

- In one poem, Lum meditates on the ways in which a traditional Chinese lunar celebration he is attending at a local beach both connects him to and separates him from the past. In the company of new
- (25) Chinese immigrants, the speaker realizes that while ties to the homeland are comforting and necessary, it is equally important to have "a sense of new family" in this new land of Hawaii, and hence a new identity—one that is sensitive to its new environment.
- (30) The role of immigrants in this poem is significant in that, through their presence, Lum is able to refer both to the traditional culture of his ancestral homeland as well as to the flux within Hawaiian society that has been integral to its heterogeneity. Even in a laudatory
- (35) poem to famous Chinese poet Li Po (701–762 A.D.), which partly serves to place Lum's work within a distinguished literary tradition, Lum refuses to offer a stereotypical nostalgia for the past, instead pointing out the often elitist tendencies inherent in the work of
- (40) some traditionally acclaimed Chinese poets.

- Lum closes his volume with a poem that further points to the complex relationships between heritage and local culture in determining one's identity. Pulling together images and figures as vastly
- (45) disparate as a famous Chinese American literary character and an old woman selling bread, Lum avoids an excessively romantic vision of U.S. culture, while simultaneously acknowledging the dream of this culture held by many newly arrived immigrants.

- (50) The central image of a communal pot where each person chooses what she or he wishes to eat but shares with others the "sweet soup / spooned out at the end of the meal" is a hopeful one; however, it also appears to caution that the strong cultural
- (55) emphasis in the U.S. on individual drive and success that makes retaining a sense of homeland tradition difficult should be identified and responded to in ways that allow for a healthy new sense of identity to be formed.
1. Which one of the following most accurately expresses the main point of the passage?
- (A) The poetry of Lum departs from other Asian American poetry from Hawaii in that it acknowledges its author's heritage but also expresses the poet's search for a new local identity.
- (B) Lum's poetry is in part an expression of the conflict between a desire to participate in a community with shared traditions and values and a desire for individual success.
- (C) Lum writes poetry that not only rejects features of the older literary tradition in which he participates but also rejects the popular literary traditions of Hawaiian writers.
- (D) The poetry of Lum illustrates the extent to which Asian American writers living in Hawaii have a different cultural perspective than those living in the continental U.S.
- (E) Lum's poetry is an unsuccessful attempt to manage the psychological burdens of reconciling a sense of tradition with a healthy sense of individual identity.

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2. Given the information in the passage, which one of the following is Lum most likely to believe?
- (A) Images in a poem should be explained in that poem so that their meaning will be widely understood.
 - (B) The experience of living away from one's homeland is necessary for developing a healthy perspective on one's cultural traditions.
 - (C) It is important to reconcile the values of individual achievement and enterprise with the desire to retain one's cultural traditions.
 - (D) One's identity is continually in transition and poetry is a way of developing a static identity.
 - (E) One cannot both seek a new identity and remain connected to one's cultural traditions.
3. The author of the passage uses the phrase "the flux within Hawaiian society" (line 33) primarily in order to
- (A) describe the social tension created by the mix of attitudes exhibited by citizens of Hawaii
 - (B) deny that Hawaiian society is culturally distinct from that of the continental U.S.
 - (C) identify the process by which immigrants learn to adapt to their new communities
 - (D) refer to the constant change to which the culture in Hawaii is subject due to its diverse population
 - (E) emphasize the changing attitudes of many immigrants to Hawaii toward their traditional cultural norms
4. According to the passage, some Asian American literature from Hawaii has been characterized as which one of the following?
- (A) inimical to the process of developing a local sensibility
 - (B) centered on the individual's drive to succeed
 - (C) concerned with conflicts between different age groups
 - (D) focused primarily on retaining ties to one's homeland
 - (E) tied to a search for a new sense of family in a new land

5. The author of the passage describes *Expounding the Doubtful Points* as "striking" (lines 7–8) primarily in order to
- (A) underscore the forceful and contentious tone of the work
 - (B) indicate that the work has not been properly analyzed by literary critics
 - (C) stress the radical difference between this work and Lum's earlier work
 - (D) emphasize the differences between this work and that of other Asian American poets from Hawaii
 - (E) highlight the innovative nature of Lum's experiments with poetic form
6. With which one of the following statements regarding Lum's poetry would the author of the passage be most likely to agree?
- (A) It cannot be used to support any specific political ideology.
 - (B) It is an elegant demonstration of the poet's appreciation of the stylistic contributions of his literary forebears.
 - (C) It is most fruitfully understood as a meditation on the choice between new and old that confronts any human being in any culture.
 - (D) It conveys thoughtful assessments of both his ancestral homeland tradition and the culture in which he is attempting to build a new identity.
 - (E) It conveys Lum's antipathy toward tradition by juxtaposing traditional and nontraditional images.

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In England the burden of history weighs heavily on common law, that unwritten code of time-honored laws derived largely from English judicial custom and precedent. Students of contemporary British law are

- (5) frequently required to study medieval cases, to interpret archaic Latin maxims, or to confront doctrinal principles whose validity is based solely on their being part of the “timeless reason” of the English legal tradition. Centuries-old custom serves as
- (10) the basis both for the divisions of law school subject matter and for much of the terminology of legal redress. Connected not only with legal history but also with the cultural history of the English people, common law cannot properly be understood without
- (15) taking a long historical view.

Yet the academic study of jurisprudence has seldom treated common law as a constantly evolving phenomenon rooted in history; those interpretive theories that do acknowledge the antiquity of

- (20) common law ignore the practical contemporary significance of its historical forms. The reasons for this omission are partly theoretical and partly political. In theoretical terms, modern jurisprudence has consistently treated law as a unified system of
- (25) rules that can be studied at any given moment in time as a logical whole. The notion of jurisprudence as a system of norms or principles deemphasizes history in favor of the coherence of a system. In this view, the past of the system is conceived as no more than
- (30) the continuous succession of its states of presence. In political terms, believing in the logic of law is a necessary part of believing in its fairness; even if history shows the legal tradition to be far from unitary and seldom logical, the prestige of the legal
- (35) institution requires that jurisprudence treat the tradition as if it were, in essence, the application of known rules to objectively determined facts. To suggest otherwise would be dispiriting for the student and demoralizing for the public.

- (40) Legal historian Peter Goodrich has argued, however, that common law is most fruitfully studied as a continually developing tradition rather than as a set of rules. Taking his cue from the study of literature, Goodrich sees common law as a sort of
- (45) literary text, with history and tradition serving as the text’s narrative development. To study the common law historically, says Goodrich, is to study a text in which fiction is as influential as analysis, perception as significant as rule, and the play of memory as
- (50) strong as the logic of argument. The concept of tradition, for Goodrich, implies not only the preservation and transmission of existing forms, but also the continuous rewriting of those forms to adapt them to contemporary legal circumstances.

- 7. Which one of the following statements best expresses the main idea of the passage?

- (A) The residual influences of common law explain not only the divisions of subject matter but also the terminology associated with many legal procedures.
- (B) In the academic study of jurisprudence, theoretical interpretations of common law have traditionally been at odds with political interpretations of common law.
- (C) Common law, while often treated as an oral history of the English people, would, according to one scholar, be more fruitfully studied as a universally adaptable and constantly changing system of rules.
- (D) Although obviously steeped in history and tradition, common law has seldom been studied in relation to its development, as one theorist proposes that it be understood.
- (E) Although usually studied as a unitary and logical system of rules and norms, the history of common law shows that body of law to be anything but consistent and fair.

- 8. It can be inferred that the author of the passage believes which one of the following about the history of law in relation to modern jurisprudence?

- (A) Modern jurisprudence misinterprets the nature of the legal tradition.
- (B) The history of law proves the original forms of common law to be antiquated and irrelevant to modern jurisprudence.
- (C) The history of law, if it is to be made applicable to modern jurisprudence, is best studied as a system of rules rather than as a literary text.
- (D) Mainstream theories of modern jurisprudence overlook the order and coherence inherent in legal history.
- (E) Mainstream theories of modern jurisprudence, by and large devoid of a sense of legal history, are unnecessarily dispiriting to students and the public alike.

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9. Which one of the following would best exemplify the kind of interpretive theory referred to in the first sentence of the second paragraph of the passage?
- (A) a theory that traced modern customs involving property ownership to their origins in medieval practice
 - (B) a theory that relied on a comparison between modern courtroom procedures and medieval theatrical conventions
 - (C) a theory that analyzed medieval marriage laws without examining their relationship to modern laws
 - (D) a theory that compared the development of English common law in the twentieth century with simultaneous developments in German common law without examining the social repercussions of either legal system
 - (E) a theory that compared rules of evidence in civil courts with those in criminal courts
10. It can be inferred from the passage that Peter Goodrich would be most likely to agree with which one of the following statements concerning common law?
- (A) Common law is more fruitfully studied as a relic of the history of the English people than as a legal code.
 - (B) The “text” of common law has degenerated from an early stage of clarity to a current state of incoherence.
 - (C) Without the public’s belief in the justness of common law, the legal system cannot be perpetuated.
 - (D) While rich in literary significance, the “text” of common law has only a very limited applicability to modern life.
 - (E) The common law “text” inherited by future generations will differ from the one currently in use.
11. Which one of the following best defines the word “political” as it is used in the second paragraph of the passage?
- (A) concerned with the ways by which people seek to advance themselves in a profession
 - (B) concerned with the covert and possibly unethical methods by which governments achieve their goals
 - (C) having to do with the maintenance of ethical standards between professions and the citizenry
 - (D) having to do with the maintenance of an institution’s effectiveness
 - (E) having to do with the manner in which institutions are perceived by radical theorists

12. The passage states that students of British law are frequently required to study
- (A) histories of English politics
 - (B) episodes of litigation from the Middle Ages
 - (C) treatises on political philosophy
 - (D) histories of ancient Roman jurisprudence
 - (E) essays on narrative development
13. Which one of the following best describes the author’s opinion of most modern academic theories of common law?
- (A) They are overly detailed and thus stultifying to both the student and the public.
 - (B) They lack an essential dimension that would increase their accuracy.
 - (C) They overemphasize the practical aspects of the common law at the expense of the theoretical.
 - (D) They excuse students of the law from the study of important legal disputes of the past.
 - (E) They routinely treat the study of the law as an art rather than as a science.
14. The primary purpose of the passage is to
- (A) explain a paradoxical situation and discuss a new view of the situation
 - (B) supply a chronological summary of the history of an idea
 - (C) trace the ideas of an influential theorist and evaluate the theorist’s ongoing work
 - (D) contrast the legal theories of past eras with those of today and suggest how these theories should be studied
 - (E) advocate a traditional school of thought while criticizing a new trend

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The passages discuss relationships between business interests and university research.

Passage A

As university researchers working in a “gift economy” dedicated to collegial sharing of ideas, we have long been insulated from market pressures. The recent tendency to treat research findings as

- (5) commodities, tradable for cash, threatens this tradition and the role of research as a public good.

- The nurseries for new ideas are traditionally universities, which provide an environment uniquely suited to the painstaking testing and revision of theories. Unfortunately, the market process and values governing commodity exchange are ill suited to the cultivation and management of new ideas. With their shareholders impatient for quick returns, businesses are averse to wide-ranging experimentation. And, what is even more important, few commercial enterprises contain the range of expertise needed to handle the replacement of shattered theoretical frameworks.

- Further, since entrepreneurs usually have little affinity for adventure of the intellectual sort, they can buy research and bury its products, hiding knowledge useful to society or to their competitors. The growth of industrial biotechnology, for example, has been accompanied by a reduction in the free sharing of research methods and results—a high price to pay for the undoubted benefits of new drugs and therapies.

- Important new experimental results once led university scientists to rush down the hall and share their excitement with colleagues. When instead the rush is to patent lawyers and venture capitalists, I worry about the long-term future of scientific discovery.

Passage B

The fruits of pure science were once considered primarily a public good, available for society as a whole. The argument for this view was that most of these benefits were produced through government support of universities, and thus no individual was entitled to restrict access to them.

- Today, however, the critical role of science in the modern “information economy” means that what was previously seen as a public good is being transformed into a market commodity. For example, by exploiting the information that basic research has accumulated about the detailed structures of cells and genes, the biotechnology industry can derive profitable pharmaceuticals or medical screening technologies. In this context, assertion of legal claims to “intellectual property”—not just in commercial products but in the underlying scientific knowledge—becomes crucial.

- Previously, the distinction between a scientific “discovery” (which could not be patented) and a technical “invention” (which could) defined the limits of industry’s ability to patent something. Today, however, the speed with which scientific discoveries can be turned into products and the large profits

- (55) resulting from this transformation have led to a blurring of both the legal distinction between discovery and invention and the moral distinction between what should and should not be patented.

- Industry argues that if it has supported—either in its own laboratories or in a university—the makers of a scientific discovery, then it is entitled to seek a return on its investment, either by charging others for using the discovery or by keeping it for its own exclusive use.

15. Which one of the following is discussed in passage B but not in passage A?
- (A) the blurring of the legal distinction between discovery and invention
 - (B) the general effects of the market on the exchange of scientific knowledge
 - (C) the role of scientific research in supplying public goods
 - (D) new pharmaceuticals that result from industrial research
 - (E) industry’s practice of restricting access to research findings
16. Both passages place in opposition the members of which one of the following pairs?
- (A) commercially successful research and commercially unsuccessful research
 - (B) research methods and research results
 - (C) a marketable commodity and a public good
 - (D) a discovery and an invention
 - (E) scientific research and other types of inquiry

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17. Both passages refer to which one of the following?
- (A) theoretical frameworks
 - (B) venture capitalists
 - (C) physics and chemistry
 - (D) industrial biotechnology
 - (E) shareholders
18. It can be inferred from the passages that the authors believe that the increased constraint on access to scientific information and ideas arises from
- (A) the enormous increase in the volume of scientific knowledge that is being generated
 - (B) the desire of individual researchers to receive credit for their discoveries
 - (C) the striving of commercial enterprises to gain a competitive advantage in the market
 - (D) moral reservations about the social impact of some scientific research
 - (E) a drastic reduction in government funding for university research

19. Which one of the following statements is most strongly supported by both passages?
- (A) Many scientific researchers who previously worked in universities have begun to work in the biotechnology industry.
 - (B) Private biotechnology companies have invalidly patented the basic research findings of university researchers.
 - (C) Because of the nature of current scientific research, patent authorities no longer consider the distinction between discoveries and inventions to be clear-cut.
 - (D) In the past, scientists working in industry had free access to the results of basic research conducted in universities.
 - (E) Government-funded research in universities has traditionally been motivated by the goals of private industry.

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- Sometimes there is no more effective means of controlling an agricultural pest than giving free rein to its natural predators. A case in point is the cyclamen mite, a pest whose population can be
- (5) effectively controlled by a predatory mite of the genus *Typhlodromus*. Cyclamen mites infest strawberry plants; they typically establish themselves in a strawberry field shortly after planting, but their populations do not reach significantly damaging
- (10) levels until the plants' second year. *Typhlodromus* mites usually invade the strawberry fields during the second year, rapidly subdue the cyclamen mite populations, and keep them from reaching significantly damaging levels.
- (15) *Typhlodromus* owes its effectiveness as a predator to several factors in addition to its voracious appetite. Its population can increase as rapidly as that of its prey. Both species reproduce by parthenogenesis—a mode of reproduction in which unfertilized eggs
- (20) develop into fertile females. Cyclamen mites lay three eggs per day over the four or five days of their reproductive life span; *Typhlodromus* lay two or three eggs per day for eight to ten days. Seasonal synchrony of *Typhlodromus* reproduction with the
- (25) growth of prey populations and ability to survive at low prey densities also contribute to the predatory efficiency of *Typhlodromus*. During winter, when cyclamen mite populations dwindle to a few individuals hidden in the crevices and folds of leaves
- (30) in the crowns of the strawberry plants, the predatory mites subsist on the honeydew produced by aphids and white flies. They do not reproduce except when they are feeding on the cyclamen mites. These features, which make *Typhlodromus* well-suited for
- (35) exploiting the seasonal rises and falls of its prey, are common among predators that control prey populations.

Greenhouse experiments have verified the importance of *Typhlodromus* predation for keeping

(40) cyclamen mites in check. One group of strawberry plants was stocked with both predator and prey mites; a second group was kept predator-free by regular application of parathion, an insecticide that kills the predatory species but does not affect the cyclamen

(45) mite. Throughout the study, populations of cyclamen mites remained low in plots shared with *Typhlodromus*, but their infestation attained significantly damaging proportions on predator-free plants.

- (50) Applying parathion in this instance is a clear case in which using a pesticide would do far more harm than good to an agricultural enterprise. The results were similar in field plantings of strawberries, where cyclamen mites also reached damaging levels when
- (55) predators were eliminated by parathion, but they did not attain such levels in untreated plots. When cyclamen mite populations began to increase in an untreated planting, the predator populations quickly responded to reduce the outbreak. On average,
- (60) cyclamen mites were about 25 times more abundant in the absence of predators than in their presence.

20. Which one of the following most accurately expresses the main point of the passage?
- (A) Control of agricultural pests is most effectively and safely accomplished without the use of pesticides, because these pesticides can kill predators that also control the pests.
- (B) Experimental verification is essential in demonstrating the effectiveness of natural controls of agricultural pests.
- (C) The relationship between *Typhlodromus* and cyclamen mites demonstrates how natural predation can keep a population of agricultural pests in check.
- (D) Predation by *Typhlodromus* is essential for the control of cyclamen mite populations in strawberry fields.
- (E) Similarity in mode and timing of reproduction is what enables *Typhlodromus* effectively to control populations of cyclamen mites in fields of strawberry plants.
21. Based on the passage, the author would probably hold that which one of the following principles is fundamental to long-term predatory control of agricultural pests?
- (A) The reproduction of the predator population should be synchronized with that of the prey population, so that the number of predators surges just prior to a surge in prey numbers.
- (B) The effectiveness of the predatory relationship should be experimentally demonstrable in greenhouse as well as field applications.
- (C) The prey population should be able to survive in times of low crop productivity, so that the predator population will not decrease to very low levels.
- (D) The predator population's level of consumption of the prey species should be responsive to variations in the size of the prey population.
- (E) The predator population should be vulnerable only to pesticides to which the prey population is also vulnerable.
22. Which one of the following is mentioned in the passage as a factor contributing to the effectiveness of *Typhlodromus* as a predator?
- (A) its ability to withstand most insecticides except parathion
- (B) its lack of natural predators in strawberry fields
- (C) its ability to live in different climates in different geographic regions
- (D) its constant food supply in cyclamen mite populations
- (E) its ability to survive when few prey are available

23. Suppose that pesticide X drastically slows the reproductive rate of cyclamen mites and has no other direct effect on cyclamen mites or *Typhlodromus*. Based on the information in the passage, which one of the following would most likely have occurred if, in the experiments mentioned in the passage, pesticide X had been used instead of parathion, with all other conditions affecting the experiments remaining the same?
- (A) In both treated and untreated plots inhabited by both *Typhlodromus* and cyclamen mites, the latter would have been effectively controlled.
 - (B) Cyclamen mite populations in all treated plots from which *Typhlodromus* was absent would have been substantially lower than in untreated plots inhabited by both kinds of mites.
 - (C) In the treated plots, slowed reproduction in cyclamen mites would have led to a loss of reproductive synchrony between *Typhlodromus* and cyclamen mites.
 - (D) In the treated plots, *Typhlodromus* populations would have decreased temporarily and would have eventually increased.
 - (E) In the treated plots, cyclamen mite populations would have reached significantly damaging levels more slowly, but would have remained at those levels longer, than in untreated plots.
24. It can be inferred from the passage that the author would be most likely to agree with which one of the following statements about the use of predators to control pest populations?
- (A) If the use of predators to control cyclamen mite populations fails, then parathion should be used to control these populations.
 - (B) Until the effects of the predators on beneficial insects that live in strawberry fields are assessed, such predators should be used with caution to control cyclamen mite populations.
 - (C) Insecticides should be used to control certain pest populations in fields of crops only if the use of natural predators has proven inadequate.
 - (D) If an insecticide can effectively control pest populations as well as predator populations, then it should be used instead of predators to control pest populations.
 - (E) Predators generally control pest populations more effectively than pesticides because they do not harm the crops that their prey feed on.
25. The author mentions the egg-laying ability of each kind of mite (lines 20–23) primarily in order to support which one of the following claims?
- (A) Mites that reproduce by parthenogenesis do so at approximately equal rates.
 - (B) Predatory mites typically have a longer reproductive life span than do cyclamen mites.
 - (C) *Typhlodromus* can lay their eggs in synchrony with cyclamen mites.
 - (D) *Typhlodromus* can reproduce at least as quickly as cyclamen mites.
 - (E) The egg-laying rate of *Typhlodromus* is slower in the presence of cyclamen mites than it is in their absence.
26. Which one of the following would, if true, most strengthen the author's position regarding the practical applicability of the information about predatory mites presented in the passage?
- (A) The individual *Typhlodromus* mites that have the longest reproductive life spans typically also lay the greatest number of eggs per day.
 - (B) The insecticides that are typically used for mite control on strawberry plants kill both predatory and nonpredatory species of mites.
 - (C) In areas in which strawberry plants become infested by cyclamen mites, winters tend to be short and relatively mild.
 - (D) *Typhlodromus* are sometimes preyed upon by another species of mites that is highly susceptible to parathion.
 - (E) *Typhlodromus* easily tolerate the same range of climatic conditions that strawberry plants do.
27. Information in the passage most strongly supports which one of the following statements?
- (A) Strawberry crops can support populations of both cyclamen mites and *Typhlodromus* mites without significant damage to those crops.
 - (B) For control of cyclamen mites by another mite species to be effective, it is crucial that the two species have the same mode of reproduction.
 - (C) Factors that make *Typhlodromus* effective against cyclamen mites also make it effective against certain other pests of strawberry plants.
 - (D) When *Typhlodromus* is relied on to control cyclamen mites in strawberry crops, pesticides may be necessary to prevent significant damage during the first year.
 - (E) Strawberry growers have unintentionally caused cyclamen mites to become a serious crop pest by the indiscriminate use of parathion.

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

Acknowledgment is made to the following sources from which material has been adapted for use in this test booklet:

Brenda Kwon, review of *Expanding the Doubtful Points* by Wing Tek Lum. ©1995 by the Regents of the University of California.

Robert E. Ricklefs and Gary L. Miller, *Ecology*, Third Edition. ©1990 by W.H. Freeman and Company.

Edward Rothstein, *Emblems of Mind*. ©1995 by Edward Rothstein.

LSAT WRITING SAMPLE TOPIC

Directions: The scenario presented below describes two choices, either one of which can be supported on the basis of the information given. Your essay should consider both choices and argue for one over the other, based on the two specified criteria and the facts provided. There is no “right” or “wrong” choice: a reasonable argument can be made for either.

Dennis, a photographer and local historian, has been commissioned to write a book about the preservation of photographs. He has worked out two different approaches to completing the book, which must be finished in two years. Using the facts below, write an essay in which you argue for one approach over the other based on the following two criteria:

- Dennis would like to improve his knowledge of photographic preservation through practical, hands-on experience.
- Dennis wants to produce a draft of the book as soon as possible.

One approach is for Dennis to take a two-year, part-time position at the photographic archives of a prestigious portrait gallery. He would help people locate visual images for publication, exhibition, research, or personal use from the archives. He would also perform various administrative tasks. Over the two-year period, Dennis would learn a great deal about the methodologies and techniques relating to photographic preservation through routine contact with professional archivists and visiting researchers. He would also enjoy extensive access to the portrait gallery's resources during that time.

Alternatively, Dennis can take a one-year, full-time position with the local public archives, which has a vast collection of photographs from the surrounding region dating back to 1865. Dennis would be helping to complete the cataloging and scanning of those photographs for inclusion in an online system. His extensive responsibilities would include entering historic photographs into a web-based database, determining the street address or location of scenes depicted in the photographs, transferring historic photographic negatives to acid-free storage, and retouching scanned images. He would work alongside skilled archivists and would gain a working knowledge of photographic conservation-preservation procedures.

Scratch Paper

Do not write your essay in this space.

DIRECTIONS:

1. Use the Answer Key on the next page to check your answers.
2. Use the Scoring Worksheet below to compute your raw score.
3. Use the Score Conversion Chart to convert your raw score into the 120–180 scale.

SCORING WORKSHEET

1. Enter the number of questions you answered correctly in each section

NUMBER
CORRECT

SECTION I..... _____

SECTION II..... _____

SECTION III..... _____

SECTION IV..... _____

2. Enter the sum here: _____ THIS IS YOUR
RAW SCORE.

CONVERSION CHART

**For converting Raw Score to the 120–180 LSAT Scaled Score
LSAT Prep Test 53**

<u>REPORTED SCORE</u>	<u>LOWEST RAW SCORE</u>	<u>HIGHEST RAW SCORE</u>
180	98	100
179	97	97
178	96	96
177	—*	—*
176	95	95
175	94	94
174	93	93
173	92	92
172	91	91
171	90	90
170	89	89
169	88	88
168	87	87
167	86	86
166	84	85
165	83	83
164	81	82
163	80	80
162	78	79
161	77	77
160	75	76
159	73	74
158	71	72
157	70	70
156	68	69
155	66	67
154	64	65
153	62	63
152	61	61
151	59	60
150	57	58
149	55	56
148	53	54
147	52	52
146	50	51
145	48	49
144	46	47
143	45	45
142	43	44
141	41	42
140	40	40
139	38	39
138	36	37
137	35	35
136	33	34
135	32	32
134	30	31
133	29	29
132	28	28
131	26	27
130	25	25
129	24	24
128	22	23
127	21	21
126	20	20
125	19	19
124	18	18
123	17	17
122	16	16
121	15	15
120	0	14

*There is no raw score that will produce this scaled score for this form.