ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

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

Directions: The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. Synthesis refers to combining the sources and your position to form a cohesive, supported argument and accurately citing sources. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect citations.

Introduction

That advertising plays a huge role in society is readily apparent to anyone who watches television, listens to radio, reads newspapers, uses the Internet, or simply looks at billboards on streets and buses. Advertising has fierce critics as well as staunch advocates. Critics claim that advertisement is propaganda, while advocates counter that advertising fosters free trade and promotes prosperity.

Assignment

Read the following sources (including the introductory information) carefully. **Then, write an essay in which you develop a position on the effects of advertising. Synthesize at least three of the sources for support.**

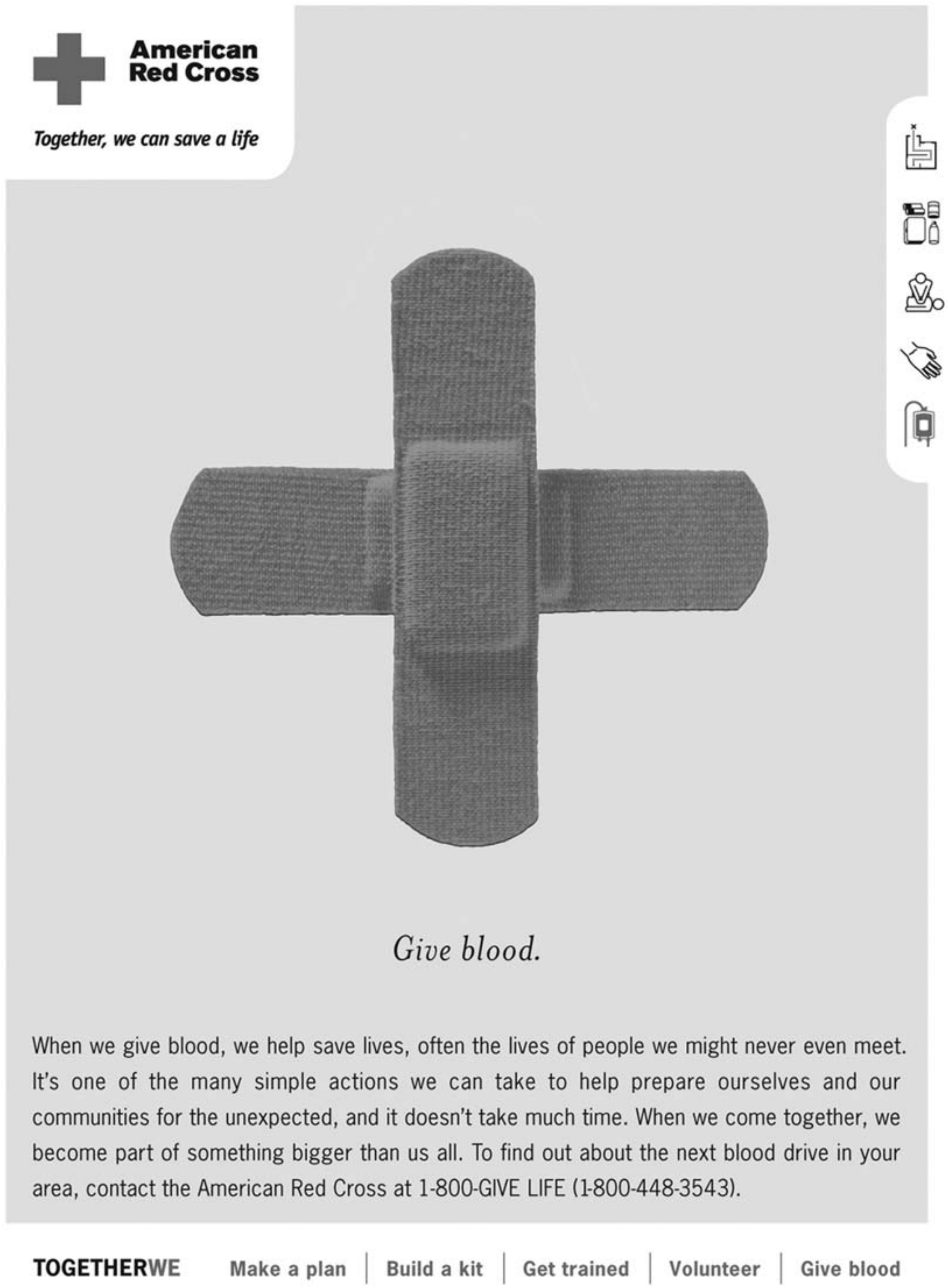
You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (Red Cross)
Source B (Shaw)
Source C (Culpa)
Source D (Day)
Source E (Schrank)
Source F (Sesana)

GO ON TO THE NEXT PAGE.

Source A

American Red Cross poster, 2004



Artwork used with permission of the American Red Cross.

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Source B

Shaw, Eric H. and Stuart Alan. "Cigarettes." The Advertising Age Encyclopedia of Advertising. Ed. John McDonough and Karen Egolf. 3 vols. New York: Fitzray Dearborn, 2003.

The following passage is excerpted from an encyclopedia of advertising.

The success of cigarette advertising is a potent example of advertising's enormous power and economic value. From the birth of the cigarette industry, advertising was instrumental in creating a mass market and apportioning shares among brands. At the end of the 20th century, guided by increasingly sophisticated consumer research, advertising continued to increase the size of the market, despite an expanding awareness of health risks and increasing advertising restrictions. Cigarette advertisers became adept at targeting every conceivable consumer niche and developing an impressive array of advertising and promotional tools to reach them.

Campaigns throughout the 20th century demonstrated that in addition to directly increasing primary demand for cigarettes, advertising could be highly effective in developing selective demand for individual brands, particularly during their introduction. Advertising also had other less quantifiable benefits for cigarette companies: it promoted the continued social acceptability of smoking and encouraged the incorrect belief that the majority of people smoke.

The start of the 21st century presented both unique opportunities and growing challenges for cigarette advertising. Although U.S. sales were declining, markets in Asia, Eastern Europe, South America, and Africa offered significant financial opportunities for the industry. International advertising restrictions forced companies to become increasingly sophisticated in their promotional strategies, as well as to rely on new, unregulated media, such as the Internet. If the history of cigarette advertising in the 20th century is any predictor of the future, it clearly suggests that in the 21st century the tobacco industry will adapt, persevere, and remain a vivid testament to the power of advertising.

GO ON TO THE NEXT PAGE.

Source C

Culpa, Maria. "Advertising Gets Another Bum Rap."
Unpublished lecture. 26 July 2004.

The following passage is excerpted from a recent lecture.

People can complain all they want about advertising, but at its most basic form advertising is teaching, pure and simple. No one complains when high-school teachers put maps of the world on the wall, or kindergarten teachers put funny little dancing alphabets all over the room. Why should they complain when companies put advertisements for milk or houses or cars on billboards? These ads tell us that milk makes our bones strong, where we can buy affordable houses, and which car will fit our needs and get us to work safely. Just as we need the information found in maps, we need the information in ads to buy the necessities of life—which has to be as important as knowing that New Zealand looks REALLY small next to Australia!

GO ON TO THE NEXT PAGE.

Source D

Day, Nancy. Advertising: Information or Manipulation?

Berkeley Heights: Enslow Publishers, 1999.

The following passage is excerpted from a book that examines the role of advertising in society.

Advertising tells you what you need. Before advertisers told us to, who worried about dandruff? Who was embarrassed by teeth that weren't blinding white, toilets that didn't smell fresh, or water spots on drinking glasses? Who knew that houses had to be deodorized with perfume-packed sprays, plug-in devices, stick-on scent dispensers, potpourri, simmering herbs, and odor neutralizers?

Advertising isn't all bad, however. By paying for advertising space, companies fund most of what you read in magazines and books, what you hear on the radio, and what you watch on television. It also increasingly pays for what is on the Internet.

Advertising also educates. It informs us about candidates running for office. It tells us about important issues such as the benefits of seatbelt use, the dangers of drugs, and the problem of drunk driving.

It explains how to use products, gives us recipes, and demonstrates ways in which we can change our homes and places of business. It teaches us grooming habits. Unfortunately. . .[i]t can reinforce racial, cultural, and sexual stereotypes. It can make us unsatisfied with who we are, greedy for what we don't have, and oblivious to the miseries of millions who haven't a fraction of the comforts we take for granted. . . .

Teens establish buying habits they will carry into adulthood. Studies conducted for *Seventeen* magazine have shown that 29 percent of adult women still buy the brand of coffee they preferred as teenagers, and 41 percent buy the same brand of mascara. "If you miss her," the magazine warns its advertisers, "then you may miss her for ever. She's at that receptive age when looks, tastes and brand loyalties are being established. . . . Reach for a girl in her *Seventeen* years and she may be yours for life."

Source E

Schrank, Jeffrey. Deception Detection. Boston: Beacon Press, 1975.

The following passage is excerpted from a book that examines the effects of advertising.

Although few people admit to being greatly influenced by ads, surveys and sales figures show that a well-designed advertising campaign has dramatic effects. A logical conclusion is that advertising works below the level of conscious awareness and it works even on those who claim immunity to its message. Ads are designed to have an effect while being laughed at, belittled, and all but ignored.

A person unaware of advertising's claim on him is precisely the one most vulnerable to the ad's attack. Advertisers delight in an audience that believes ads to be harmless nonsense, for such an audience is rendered defenseless by its belief that there is no attack taking place. The purpose of classroom study of advertising is to raise the level of awareness about the persuasive techniques used in ads. One way to do this is to analyze ads in microscopic detail. Ads can be studied to detect their psychological hooks, how they are used to gauge values and hidden desires of the common [person]. They can be studied for their use of symbols, color, and imagery. But perhaps the simplest and most direct way to study ads is through an analysis of the language of the advertising claim.

Source F

Sesana, Renato K. "Exercise Your Moral Judgement Through the Way You Buy." Wajibu: A Journal of Social and Religious Concern 15.4 (2002). 8 Feb. 2005 <http://web.peacelink.it/wajibu/12_issue/p4.html>.

The following passage is excerpted from an online journal.

Nowadays, marketing executives will use all available methods to convince us of the need to buy their company products. They are not selling soap or petrol, but a vision, a way of life. Using the most sophisticated knowledge and techniques, they create unfulfilled desires and then they push us to buy the products that we do not need. But we should not take all the information we receive at face value.

The desire for profit and the appeal for a "healthy economy" has led many companies and governments to put aside the necessary moral responsibilities in the age of the global market.

One often hears the comment made after watching fast cars, semi-nude bodies, or amorous encounters during television adverts or on huge billboards: "I never did figure out what they were advertising." There is no connection or indeed there often is a contradiction between the way of life presented and the product sold. For instance, sport and beer, sport and hard liquor do not go together in real life, but the advertisers know that rationality is not important, what is important is the emotional impact. Advertisers claim that it is up to the consumer to make moral decisions. The advertisers simply present their products. . . but not without spending a great deal of time and money to study how best to attract and control consumers of every age, sex, race and religion.

It is interesting to note that what we really need does not need advertising. For instance, nobody spends huge sums advertising flour. People will buy it even without it being advertised. But soft drinks may stop selling after a few months without adverts. The need for it is created by the advert. Otherwise everybody would consider it a rip-off to pay [$1.00] for a glass of water with a bit of sugar, artificial colouring and flavouring whose real value must not be over a [few cents]. . . .

Another case is the marketing of products such as powdered milk in countries which have no sanitary water supply to make them safe for use, thus causing diseases and death to a great number of babies. However, no one has an economic interest in advertising breast-feeding, which is the best and cheapest way nature has provided for babies to grow strong and healthy. But many have an interest in advertising powdered milk. It is a form of violence to psychologically force in the mind of a rural woman that to be modern she has to feed her babies with powdered milk.

ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total time—2 hours

Question 1

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

Directions: The following prompt is based on the accompanying seven sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect citations.

Introduction

In 2001 United States Representative Jim Kolbe introduced legislation to Congress to eliminate the penny coin in most transactions. Although this legislation failed, there are still consistent calls to eliminate the penny as the smallest-denomination United States coin.

Assignment

Read the following sources (including the introductory information) carefully. **Then write an essay in which you develop a position on whether or not the penny coin should be eliminated. Synthesize at least three of the sources for support.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in the parentheses.

Source A (Lewis)
Source B (Kahn)
Source C (Safire)
Source D (Weller)
Source E (Harris Poll)
Source F (Press Release)
Source G (Penny Visual)

GO ON TO THE NEXT PAGE.

Source A

Lewis, Mark. "Ban the Penny." Forbes.com 5 July 2002. 8 February 2006 <http://www.forbes.com/2002/07/05/0705penny.htm>.

The following is an excerpt from an online edition of a magazine that focuses on business and the United States economy.

New York—Almost a year has passed now since U.S. Rep. Jim Kolbe made headlines by introducing his anti-penny bill, yet these pesky one-cent coins continue to jingle uselessly in people's pockets. Can nobody rid America of this copper-coated scourge?

Kolbe, an Arizona Republican, is doing his best, although his proposed Legal Tender Modernization Act is languishing in a subcommittee. The bill would not ban pennies, but merely discourage their use by establishing a system under which cash transactions would be rounded up or down. That would render the penny unnecessary.

"It's practically useless in everyday life," complains Neena Moorjani, Kolbe's press secretary. But the penny has its fans, especially in Tennessee, which is rich in zinc. Up until 1982, pennies were made mostly of copper; since then they have been 97.5% zinc, with a little copper mixed in for appearance's sake.

Just last week, two lawmakers from the Volunteer State introduced a resolution commemorating the 20th anniversary of the zinc-based penny. Fans of this coin note snidely that Kolbe's home state of Arizona is rich in copper—which makes up a bigger percentage of the larger-denomination coins that might be more heavily used if the penny were discontinued. Kolbe also favors replacing paper dollar bills with longer-lasting $1 coins—and as it happens, the Sacagawea "golden dollar" introduced two years ago is made mostly of copper. . . .

Perhaps the University of Pennsylvania's prestigious Wharton School could take the lead in studying this issue and determining which course makes the best economic sense. That would only be appropriate, because this school originally was endowed by Gilded Age industrialist Joseph Wharton, who got rich by cornering the market for nickel and then persuading Congress to create a new coin made exclusively of metal from his mines.

Source B

Kahn, Ric. "Penny Pinchers." Globe.com 9 October 2005. 10 February 2006 <http://www.boston.com/news/local/massachusetts/articles/2005/10/09/penny_pinchers/>.

The following is excerpted from an article published in the online edition of a newspaper.

Pity the poor penny.

Once, it had swagger. With a pedigree dating back to 1787, it was feted as the first currency authorized by the United States. As a money symbol, it was deemed as rock-solid as the presidential jaw of Abraham Lincoln, which first appeared on it in 1909. Boston's own Paul Revere, resident silversmith, supplied some of the copper for those bygone pennies.

Now, everywhere you turn around town, the zinc-and-copper one-cent piece is taking it on the chin: Shoved out of the economic picture by charge cards. Flung into the trash by people who think it's mucky and worthless. Hijacked by cashiers who assume you're among the 27 percent of Americans who don't even keep track of their loose change, according to a May 2005 survey conducted by Coinstar, providers of the self-service machines that help convert coins into paper money. . . .

On the Internet, you were introduced to a group called "Citizens for Retiring the Penny," which advocates rounding off prices to the nearest nickel, as have some members of Congress. The group was founded by a 1999 MIT graduate named Jeff Gore.

"The point of currency is to facilitate transactions," Gore, 27, told you by phone. "People fishing in their pockets. The cashier has to open a new bag of pennies. For me, it's the waste of time I object to."

Gore is a busy guy. As a graduate student in physics at the University of California at Berkeley, he has tackled topics such as "Single Molecule Investigations of the Mechanochemical Cycle of DNA Gyrase."

However, Gore did find the time to come up with this calculation, posed on the group's website:

"The National Association of Convenience Stores and Walgreens drug store chain estimated that handling pennies adds 2 to 2.5 seconds to each cash transaction (remember that we are including the occasional customer who spends 30 seconds looking for the penny in his pocket). Let us estimate that each person goes through three of these transactions per day and that on average there is one person waiting in line (making for a total of three people's time wasted in each transaction). We can then calculate that the presence of pennies wastes (3 transactions/day) × (2.25 seconds/transaction) × (3 people per transaction) = 20 seconds per day. Probably only about half of the wasted time is directly connected with a cash transaction, giving a total of 40 wasted seconds per day per person. This may not seem like a lot, but it translates to 40 × 365 / 3600 = 4 hours per person per year. If each person's time is worth $15/hour then we arrive at the conclusion that each person is losing $60 per year, at a cost to the nation of over $15 billion per year. . . ."

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Source B (continued)

On the other side of the coin, Edmond Knowles figures he has saved an average of about 90 pennies a day for the last 38 years: On his counter, in jugs, and finally in 55-gallon drums in his garage.

In June, an armored car picked up his 4.5 tons of spare change, and had it recycled through Coinstar.

That would be 1,308,459 pennies, or $13,084.59. . . .

"Penny Pinchers" from The Boston Globe, by Ric Kahn, Globe Staff, October 9, 2005

GO ON TO THE NEXT PAGE.

Source C

Safire, William. "Abolish the Penny." nytimes.com 2 June 2004. 3 November 2006 <http://select.nytimes.com/gst/abstract.html?res=F00911F63C550C718CDDAF0894DC404482>.

The following is an opinion piece published in an online edition of a newspaper.

The time has come to abolish the outdated, almost worthless, bothersome and wasteful penny. Even President Lincoln, who distrusted the notion of paper money because he thought he would have to sign each greenback, would be ashamed to have his face on this specious specie.

That's because you can't buy anything with a penny any more. Penny candy? Not for sale at the five-and-dime (which is now a "dollar store"). Penny-ante poker? Pass the buck. Any vending machine? Put a penny in and it will sound an alarm.

There is no escaping economic history: it takes nearly a dime today to buy what a penny bought back in 1950. Despite this, the U.S. Mint keeps churning out a billion pennies a month.

Where do they go? Two-thirds of them immediately drop out of circulation, into piggy banks or—as The Times's John Tierney noted five years ago—behind chair cushions or at the back of sock drawers next to your old tin-foil ball. Quarters and dimes circulate; pennies disappear because they are literally more trouble than they are worth.

The remaining 300 million or so—that's 10 million shiny new useless items punched out every day by government workers who could be more usefully employed tracking counterfeiters—go toward driving retailers crazy. They cost more in employee-hours—to wait for buyers to fish them out, then to count, pack up and take them to the bank—than it would cost to toss them out. That's why you see "penny cups" next to every cash register; they save the seller time and the buyer the inconvenience of lugging around loose change that tears holes in pockets and now sets off alarms at every frisking-place.

Why is the U.S. among the last of the industrialized nations to abolish the peskiest little bits of coinage? At the G-8 summit next week, the Brits and the French—even the French!—who dumped their low-denomination coins 30 years ago, will be laughing at our senseless jingling.

GO ON TO THE NEXT PAGE.

Source D

Weller, Mark W. Letter. Unpublished letter to the New York Times. Americans for Common Cents. 7 Nov. 2006. <www.pennies.org.>.

The following is an unpublished letter to the editor that was posted to the website of a special interest group.

June 3, 2004

Letters to the Editor
The New York Times
229 West 43rd Street
New York, N.Y. 10036-3959

(Via e-mail: letters@nytimes.com)

Dear Letters to the Editor:

I was disappointed to read Bill Safire's embrace of price rounding ("Abolish the Penny," Op-Ed, June 2). While most of the arguments by penny opponents have been soundly rejected by the American public and Congress, Mr. Safire's inaccuracies about penny circulation and other countries' use of low denomination coins must be corrected.

First, the statement that the "U.S. is among the last industrialized nations to abolish" its low-denomination coin runs counter to the facts. The European Union's adoption of the euro included a one-cent euro coin or "euro penny." The choice for the smallest coin denomination was mainly based on European policymakers' observation that in the majority of member states the smallest coin denomination in circulation had a value equivalent to one cent. The EU also sought to avoid the systematic rounding of prices. And in the major industrialized countries, including Great Britain, Canada, Japan and the U.S., the penny or penny-equivalent remains in production and shares similar percentages of total coins produced in those countries.

Second, two-thirds of pennies do not "immediately drop out of circulation." A 2002 study based on Federal Reserve data indicated that the annual rate pennies disappear from circulation is surprisingly similar to all other forms of our coinage—around 5.6 percent.

The fact is the penny remains popular with the public and important to our pricing system.

Mark W. Weller
Executive Director
Americans for Common Cents
Washington, D.C., June 3, 2004

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Source E

"Abolish the Penny? A Majority of the Public Says 'No.'" The Harris Poll #51 15 July 2004. 8 March 2006 <http://www.harrisinteractive.com/harris_poll/index.asp?PID=480>.

The following are data from an independent poll.

FAVOR ABOLISHING THE PENNY?

"Would you favor or oppose abolishing the penny so that the nickel would be the lowest denomination coin?"

Income						
	Total	Less than $25,000	$25,000 $34,900	$35,000-$49,900	$50,000-$74,900	$75,000 +
	%	%	%	%	%	%
Favor abolishing the penny	23	16	26	25	24	32
Oppose abolishing the penny	59	62	59	58	57	53
Not sure	18	21	15	17	20	15

The Harris Poll was conducted online within the United States between June 10 and 16, 2004 among a nationwide cross section of 2,136 adults (aged 18 and over).

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Source F

"President Bush signs Lincoln Penny Redesign Into Law." Abraham Lincoln Bicentennial Commission. 22 December 2005. 8 March 2006 <http://www.lincolnbicentennial.gov/press/news/12230527.php.>.

The following is a Press Release.

PRESIDENT BUSH SIGNS LINCOLN PENNY REDESIGN INTO LAW
New Images on Coin's Reverse Will Mark Lincoln's 200th Birthday

Washington—President Bush yesterday signed into law legislation directing the Secretary of the Treasury to issue Lincoln pennies with four newly designed reverse, or "tails" side, images in 2009, the 200th anniversary of Abraham Lincoln's birth.

Michael Bishop, executive director of the Abraham Lincoln Bicentennial Commission, hailed the bill's enactment as an important accomplishment for the Commission because "the penny is perhaps the most visible and tangible reminder of Lincoln's significance in American history."

The Abraham Lincoln Bicentennial Commission was created by Congress to coordinate the national observance of the 200th anniversary of Lincoln's birth.

The new pennies will feature four new designs on the reverse side of the coins, marking different aspects of the 16th president's life: his birth and early childhood in Kentucky; his formative years in Indiana; his professional life in Illinois; and his presidency in Washington. The new images in 2009 will be the first redesign of the penny in 50 years.

After 2009, the "tails" side of the coin will feature "an image emblematic of the President Lincoln's preservation of the United States of America as a single and united country," according to the legislation.

The "Lincoln cent" first appeared during the centennial observation of Lincoln's birth in 1909 and represented a major departure from previous American coinage. For the first time, a U.S. coin depicted a real historical figure rather than the allegorical "Liberty" figures or the more generic "Indian head" that immediately preceded Lincoln on the penny. Victor David Brenner's profile of Lincoln, which has appeared continuously on the obverse, or "head" side, of the penny since its introduction in 1909, will remain through and after the 2009 bicentennial celebrations.

The original penny legislation was introduced in the Senate by Senator Dick Durbin (D-IL) and in the House by Rep. Ray LaHood (R-IL), two of three co-chairs of the ALBC. It passed in the Senate on November 18 and in the House on December 13.

Courtesy of David Early

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Source G

Pennies

The following are scanned images of pennies.

ENGLISH LANGUAGE AND COMPOSITION
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Question 1

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

Directions: The following prompt is based on the accompanying eight sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect references.

Introduction

Explorers and tales of explorations tend to capture the human imagination. However, such explorations have financial and ethical consequences. Space exploration is no exception.

Assignment

Read the following sources (including the introductory information) carefully. **Then, in an essay that synthesizes at least three of the sources, develop a position about what issues should be considered most important in making decisions about space exploration.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (Livingston)
Source B (Photo)
Source C (Chamberlain)
Source D (NIH)
Source E (McLean)
Source F (Greenberg)
Source G (Collins)
Source H (Roberts)

GO ON TO THE NEXT PAGE.

Source A

Livingston, David. “Is Space Exploration Worth the Cost?” 21 Jan. 2008. The Space Review: Essays and Commentary About the Final Frontier. 4 March 2008 <http://www.thespacereview.com/article/1040/1>.

The following is from the Web page of a person dedicated to space travel.

In my opinion, the manned space exploration program is absolutely worth the cost. The money spent on manned space exploration is spent right here on Earth and most of it is spent in the US. We do not yet have a Bank of the Milky Way, the First International Bank of Mars, or a Lunar Mutual Savings and Loan. The money that is spent goes to manufacturing, research and development, salaries, benefits, insurance companies, doctors, teachers, scientists, students, blue- and white-collar workers, and corporations and businesses both large and small. The money disperses throughout the economy in the same way as money spent on medical research, building houses, or any other activity we engage in with government or even private spending.

We have our work cut out for us as we move forward in this new century. We don’t seem to get along well with each other here on Earth, but we do quite well in space. Space is our model for all nations. Notice how many more nations are talking about and wanting to get into the manned space act. India, Russia, China, Japan, and the European Space Agency, for starters, all want a manned mission to the Moon and it won’t stop there. These countries and agencies know that manned space exploration builds wealth for their nation, solves problems and enhances life for their people right here on Earth, and shows us the way for how we can all live together in peace.

Manned space exploration is absolutely worth the investment. It’s not just about what we learn out there in space, or about ourselves, or how to be a better steward of precious Earth. It’s about how we live here on Earth together and what type of future we want for ourselves and children. Manned space exploration is the path to how we build a better life for ourselves here on Earth, and how we can give hope and provide inspiration for our youngsters to grow up, do the schoolwork, and accept the challenges that await them to make our world even better. Whatever we spend on manned space exploration is a bargain and our investment will be returned to us many times over, both quantitatively and qualitatively.

Source B

National Aeronautics and Space Administration (NASA) photo

The following photo is taken from the NASA photo archive.

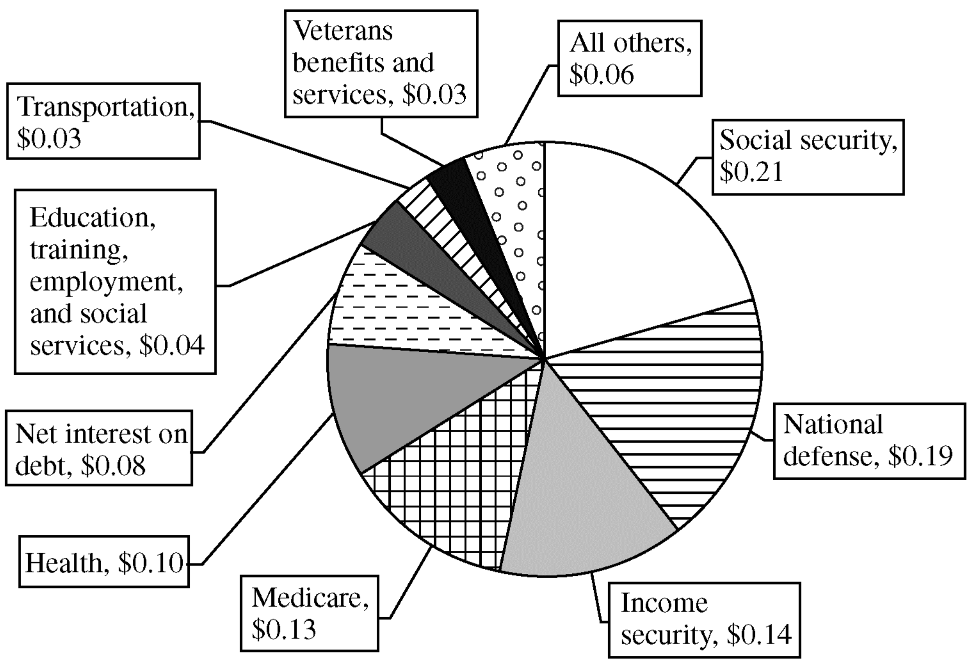
Photo Credit: NASA

Source C

Chamberlain, Andrew. "Pennies of Each Federal Spending Dollar." 7 Apr. 2006. <u>The Tax Foundation</u>. 1 March 2008 <http://www.taxfoundation.org/blog/printer/1420.html>.

The following are two visual representations of the same information about how each federal tax dollar is spent.

PENNIES OF EACH FEDERAL DOLLAR SPENT ON VARIOUS PROGRAMS, 2006 ESTIMATES



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Pennies of Each Federal Dollar Spent on Various Programs, 2006 Estimate

Function	Amount
Social security	$ 0.21
National defense	$ 0.19
Income security	$ 0.14
Medicare	$ 0.13
Health	$ 0.10
Net interest on debt	$ 0.08
Education, training, employment, and social services	$ 0.04
Transportation	$ 0.03
Veterans benefits and services	$ 0.03
All others*	$ 0.06
Total	*$ 1.00*
*Includes community and regional development; administration of justice; international affairs; natural resources and environment; agriculture; general science; space and technology; general government; commerce and housing credit; energy; and undistributed offsetting receipts.	
Source: Office of Management and Budget, Analytical Perspectives, Budget of the United States Government, Fiscal Year 2007 (available at http://www.whitehouse.gov/omb/budget/fy2007/); Tax Foundation calculations.	

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Source D

National Institutes of Health. 26 Feb. 2008
<http://www.nih.gov/about/NIHoverview.html>.

The following is a description of the National Institutes of Health (NIH), a government-funded agency whose mission is to improve health.

The Nation's Medical Research Agency

The National Institutes of Health (NIH), a part of the U.S. Department of Health and Human Services, is the primary Federal agency for conducting and supporting medical research. Helping to lead the way toward important medical discoveries that improve people's health and save lives, NIH scientists investigate ways to prevent disease as well as the causes, treatments, and even cures for common and rare diseases. Composed of 27 Institutes and Centers, the NIH provides leadership and financial support to researchers in every state and throughout the world. . . .

In the past several decades, NIH-supported research, and its national programs to communicate the results of research, played a major role in achievements such as:

- Death rates from heart disease and stroke fell by 40% and 51%, respectively, between 1975 and 2000.
- The overall five-year survival rate for childhood cancers rose to nearly 80% during the 1990s from under 60% in the 1970s.
- The number of AIDS-related deaths fell by about 70% between 1995 and 2001.
- Sudden infant death syndrome rates fell by more than 50% between 1994 and 2000.
- Infectious diseases—such as rubella, whooping cough, and pneumococcal pneumonia—that once killed and disabled millions of people are now prevented by vaccines.
- Quality of life for 19 million Americans suffering with depression has improved as a result of more effective medication and psychotherapy.

GO ON TO THE NEXT PAGE.

Source E

McLean, Margaret R. "To Boldly Go: Ethical Considerations for Space Exploration." Feb. 2006. Markkula Center for Applied Ethics. 29 Feb. 2008 <http://www.scu.edu/ethics/publications/ethicalperspectives/space-exploration.html>.

The following excerpt appeared on the Web page of a group dedicated to ethics.

In the budget unveiled on Monday, almost $17 billion will fly into NASA's coffers with around $5.3 billion dedicated to space exploration. The Crew Exploration Vehicle and Launch Vehicles will be built; new spacecraft on their way to the moon and Mars will be whizzing overhead by 2014. NASA chief Michael Griffin claimed that this new budget would set the stage for "the expansion of human presence into the solar system."

But before we think about exploring—and potentially exploiting—"the final frontier," we would do well to remember that we do not have a very good track record in protecting our planet home. We have expanded human presence into pristine forests resulting in the disruption of migratory routes, soil erosion, and species extinction. What can be learned from our presence on Earth about the potential impact of our forays into the outer reaches of the solar system?

We are the only earthly creatures with the capacity to extend our influence beyond the 4 corners of the globe. This puts on us the responsibility to acknowledge that, despite the depths of space, it is not so limitless as to be able to weather mistreatment or suffer every demand we may place on it.

One way to think about expanding our presence in the solar system is through the lens of stewardship. Stewardship envisions humans not as owners of the solar system but as responsible managers of its wonder and beauty.

Stewardship holds us accountable for a prudent use of space resources. Such responsibility may support exploration of the final frontier, but at the same time it warns against exploitation of its resources. We must account for our urges and actions in terms of their impact on others, the universe, and the future.

As we boldly plan to extend ourselves to places where no one has gone before, we would do well to consider the following principles:

1. Space preservation requires that the solar system be valued for its own sake, not on the basis of what it can do for us.
2. Space conservation insists that extraterrestrial resources ought not to be exploited to benefit the few at the expense of the many or of the solar system itself.
3. Space sustainability asks that our explorations "do no harm" and that we leave the moon, Mars, and space itself no worse—and perhaps better—than we found them.

As we expand human presence into the solar system, we ought not to park ethical considerations next to the launching pad. We must take our best ethical thinking with us as we cross the frontier of space exploration.

Source F

Greenberg, Richard, and B. Randall Tufts. "Infecting Other Worlds." American Scientist Jul.-Aug. 2001. 24 Feb. 2008 <http://www.americanscientist.org/issues/num2/2001/7/infecting-other-worlds/1>.

The following is excerpted from an article about spreading infection via space.

Because extraterrestrial life may exist, planetary exploration could bring trouble if people are not careful enough. This danger was recognized decades ago, when astronauts ventured to the Moon. When the crews returned, they were quarantined to prevent "back contamination," the hazard that some infectious extraterrestrial germ might be riding with them. The safety procedures were largely symbolic: After all, who knew the incubation period for some hypothetical other-worldly microbe? Whether the hardware and samples returned needed sterilization was also largely a matter of speculation. Subsequent planetary exploration has not involved astronauts, nor have samples or hardware been returned, so back contamination has not been an issue. But forward contamination—that is, the infection of alien ecosystems by terrestrial organisms hitchhiking on a spacecraft—is a distinct possibility.

American Scientist, magazine of Sigma Xi, The Scientific Research Society.

Source G

Collins, Michael. Carrying the Fire: An Astronaut's Journeys. New York: Farrar, Straus and Giroux, 1974.

The following is excerpted from a book written by one of the first astronauts in space.

I really believe that if the political leaders of the world could see their planet from a distance of, let's say, 100,000 miles, their outlook would be fundamentally changed. That all-important border would be invisible, that noisy argument suddenly silenced. The tiny globe would continue to turn, serenely ignoring its subdivisions, presenting a unified façade that would cry out for unified understanding, for homogeneous treatment. The earth *must* become as it appears: blue and white, not capitalist or Communist; blue and white, not rich or poor; blue and white, not envious or envied. I am not a naïve man. I don't believe that a glance from 100,000 miles out would cause a Prime Minister to scurry back to his parliament with a disarmament plan, but I do think it would plant a seed that ultimately could grow into such concrete action. Just because borders are invisible from space doesn't mean that they're not real—they are, and I like them. . . . What I am saying, however, is that all countries must begin thinking of solutions to their problems which benefit the entire globe, not simply their own national interests. The smoke from the Saar Valley may pollute half a dozen other countries, depending on the direction of the wind. We all *know* that, but it must be *seen* to make an indelible impression, to produce an emotional impact that makes one argue for long-term virtues at the expense of short-term gains. I think the view from 100,000 miles could be invaluable in getting people together to work out joint solutions, by causing them to realize that the planet we share unites us in a way far more basic and far more important than differences in skin color or religion or economic system. The pity of it is that so far the view from 100,000 miles has been the exclusive property of a handful of test pilots, rather than the world leaders who need this new perspective, or the poets who might communicate it to them.

Source H

Roberts, Russell. "Funding Space Travel." Morning Edition. 26 Jan. 2004. National Public Radio. Transcript. 19 Feb. 2008 <http://www.invisibleheart.com/Iheart/PolicySpace.html>.

The following excerpt is the text of an oral commentary aired on the radio.

I own a telescope.

I own a lot of books on the nighttime sky and cosmology and the big bang.

I get goose bumps when I see a picture of the earth from space.

The Imax space movies bring tears to my eyes.

But I get no thrill from the Bush plan to put Americans on Mars.

As much as I like space and the idea of people on Mars, I don't see the case for using taxpayer money to get it done. Don't tell me about all the spin-off technologies . . . . Leave the money here on earth.

By permission of Professor Russell Roberts.

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ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total time—2 hours

Question 1

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

Directions: The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support your argument. Avoid merely summarizing the sources.*

Remember to attribute both direct and indirect references.

Introduction

Much attention has been given lately to the ubiquitous presence of information technologies. Our daily lives seem to be saturated with television, computers, cell phones, personal digital assistants (PDAs), and MP3 players, to name just a few of the most common technologies.

Many people extol the ability of such technologies to provide easy access to information and facilitate research and learning. At the same time, however, some critics worry that the widespread use of information technologies forces our lives to move too quickly. We encounter images and information from the Internet and other sources faster than we can process or evaluate them, and even though electronic communication has been enhanced, both the quality and quantity of face-to-face interaction is changing.

Assignment

Read the following sources (including the introductory information) carefully. **Then, in an essay that synthesizes at least three of the sources for support, evaluate the most important factors that a school should consider before using particular technologies in curriculum and instruction.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A (Rotstein)
Source B (Delaney)
Source C (Dyson)
Source D (Johnson)
Source E (Gelernter)
Source F (cartoon)

Source A

Rotstein, Arthur H. "Books Are Out, iBooks Are In for Students at Arizona High School." *St. Louis Post-Dispatch* 19 Aug. 2005: C2. Print.

The following is excerpted from an article in a local newspaper.

Students at Empire High School here started class this year with no textbooks—but it wasn't because of a funding crisis.

Instead, the school issued iBooks—laptop computers by Apple Computer Inc.—to each of its 340 students, becoming one of the first U.S. public schools to shun printed textbooks.

School officials believe the electronic materials will get students more engaged in learning. Empire High, which opened this year, was designed specifically to have a textbook-free environment.

"We've always been pretty aggressive in use of technology and we have a history of taking risks," said Calvin Baker, superintendent of the Vail Unified School District, with 7,000 students near Tucson.

Schools typically overlay computers onto their instruction "like frosting on the cake," Baker said. "We decided that the real opportunity was to make the laptops the key ingredient of the cake . . . to truly change the way that schools operated."

Source B

Delaney, Kevin J. “Teaching Tools.” *Wall Street Journal* 17 Jan. 2005: R4. Print.

The following is excerpted from an article in a national newspaper.

Pioneering teachers are getting their classes to post writing assignments online so other students can easily read and critique them. They’re letting kids practice foreign languages in electronic forums instead of pen-and-paper journals. They’re passing out PDAs to use in scientific experiments and infrared gadgets that let students answer questions in class with the touch of a button. And in the process, the educators are beginning to interact with students, parents and each other in ways they never have before.

The issue is, “how do we communicate with students today who have grown up with technology from the beginning?” says Tim Wilson, a technology-integration specialist at Hopkins High School in Minnetonka, Minn.

GO ON TO THE NEXT PAGE.

Source C

Dyson, Esther. Untitled essay. *What We Believe But We Cannot Prove: Today's Leading Thinkers on Science in the Age of Certainty*. Ed. John Brockman. New York: Harper, 2006. 192-194. Print.

The following is excerpted from a book about science and technology.

We're living longer and thinking shorter.

It's all about time.

Modern life has fundamentally and paradoxically changed our sense of time. Even as we live longer, we seem to think shorter. Is it because we cram more into each hour, or because the next person over seems to cram more into each hour? For a variety of reasons, everything is happening much faster, and more things are happening. Change is a constant.

It used to be that machines automated work, giving us more time to do other things, but now machines automate the production of attention-consuming information, which *takes* our time. For example, if one person sends the same e-mail message to ten people, then ten people (in theory) should give it their attention. And that's a low-end example.

The physical friction of everyday life—the time it took Isaac Newton to travel by coach from London to Cambridge, the dead spots of walking to work (no iPod), the darkness that kept us from reading—has disappeared, making every minute not used productively into an opportunity lost.

And finally, we can measure more, over smaller chunks of time. From airline miles to calories (and carbs and fat grams), from friends on Friendster to steps on a pedometer, from real-time stock prices to millions of burgers consumed, we count things by the minute and the second. Unfortunately, this carries over into how we think and plan: Businesses focus on short-term results; politicians focus on elections; school systems focus on test results; most of us focus on the weather rather than on the climate. Everyone knows about the big problems, but their behavior focuses on the here and now. . . .

How can we reverse this?

It's a social problem, but I think it may also herald a mental one—which I imagine as a sort of mental diabetes. Most of us grew up reading books (at least occasionally) and playing with noninteractive toys that required us to make up our own stories, dialogue, and behavior for them. But today's children are living in an information-rich, time-compressed environment that often seems to stifle a child's imagination rather than stimulate it. Being fed so much processed information—video, audio, images, flashing screens, talking toys, simulated action games—is like being fed too much processed, sugar-rich food. It may seriously mess up children's informational metabolism—their ability to process information for themselves. Will they be able to discern cause and effect, put together a coherent story line, think scientifically, read a book with a single argument rather than a set of essays?

I don't know the answers, but these questions are worth thinking about, for the long term.

First published by Edge (www.edge.org).

Source D

Johnson, Steven. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. New York: Basic, 1999. Print.

The following is an excerpt in which the author reflects on his early experience using a computer.

Fast-forward a decade or two, and I can't imagine writing *without* a computer. Even jotting down a note with pen and paper feels strained. . . . I have to *think* about writing, think about it consciously as my hand scratches out the words on the page, think about the act itself. There is none of the easy flow of the word processor, just a kind of drudgery, running against the thick grain of habit. Pen and paper feel profoundly different to me now—they have the air of an inferior technology about them, the sort of contraption well suited for jotting down a phone number, but not much beyond that. Writing an entire book by hand strikes me as being a little like filming *Citizen Kane* with a camcorder. You can make a go at it, of course, but on some fundamental level you've misjudged the appropriate scale of the technology you're using. It sounds appalling, I know, but there it is. I'm a typer, not a writer. Even my handwriting is disintegrating, becoming less and less *my* handwriting, and more the erratic, anonymous scrawl of someone learning to write for the first time.

I accept this condition gladly, and at the same time I can recall the predigital years of my childhood, writing stories by hand into loose-leaf notebooks, practicing my cursive strokes and then surveying the loops and descenders, seeing something there that looked like me, my sense of selfhood scrawled onto the page. On a certain level these two mental states are totally incompatible—bits versus atoms—but the truth is I have no trouble reconciling them. My "written" self has always fed back powerfully into my normal, walking-around-doing-more-or-less-nothing self. When I was young that circuit was completed by tools of ink and paper; today it belongs to the zeros and ones. The basic shape of the circuit is unchanged.

GO ON TO THE NEXT PAGE.

Source E

Gelernter, David. "Should Schools Be Wired To The Internet?" *Time*. Time Inc., 25 May 1998. Web. 18 Aug. 2006.

The following is excerpted from an article by a computer scientist.

I've never met one parent or teacher or student or principal or even computer salesman who claimed that insufficient data is the root of the problem. With an Internet connection, you can gather the latest stuff from all over, but too many American high school students have never read one Mark Twain novel or Shakespeare play or Wordsworth poem, or a serious history of the U.S.; they are bad at science, useless at mathematics, hopeless at writing—but if they could only connect to the latest websites in Passaic [New Jersey] and Peru, we'd see improvement? The Internet, said President Clinton in February, "could make it possible for every child with access to a computer to stretch a hand across a keyboard to reach every book ever written, every painting ever painted, every symphony ever composed." Pardon me, Mr. President, but this is demented. Most American children don't know what a symphony is. If we suddenly figured out how to teach each child one movement of one symphony, that would be a miracle.

And our skill-free children are overwhelmed by information even without the Internet. The glossy magazines and hundred-odd cable channels, the videotapes and computer CDs in most libraries and many homes—they need more information? It's as if the Administration were announcing that every child must have the fanciest scuba gear on the market—but these kids don't know how to swim, and fitting them out with scuba gear isn't just useless, it's irresponsible; they'll drown.

And it gets worse. Our children's attention spans are too short already, but the Web is a propaganda machine for short attention spans. The instant you get bored, click the mouse, and you're someplace else. Our children already prefer pictures to words, glitz to substance, fancy packaging to serious content. But the Web propagandizes relentlessly for glitz and pictures, for video and stylish packaging. And while it's full of first-rate information, it's also full of lies, garbage and pornography so revolting you can't even describe it. There is no quality control on the Internet.

Source F

Boligan, Angel. Cartoon. *El Universal* [Mexico City]. Cagle Cartoons, 9 Jan. 2008. Web. 17 Aug. 2009.

The following is a cartoon commentary.

GO ON TO THE NEXT PAGE.

ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total time—2 hours

Question 1

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

Locavores are people who have decided to eat locally grown or produced products as much as possible. With an eye to nutrition as well as sustainability (resource use that preserves the environment), the locavore movement has become widespread over the past decade.

Imagine that a community is considering organizing a locavore movement. Carefully read the following seven 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-developed essay that identifies the key issues associated with the locavore movement and examines their implications for the community.

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 (Maiser)
Source B (Smith and MacKinnon)
Source C (McWilliams)
Source D (chart)
Source E (Gogoi)
Source F (Roberts)
Source G (cartoon)

Source A

Maiser, Jennifer. "10 Reasons to Eat Local Food." *Eat Local Challenge*. Eat Local Challenge, 8 Apr. 2006. Web. 16 Dec. 2009.

The following is an article from a group Weblog written by individuals who are interested in the benefits of eating food grown and produced locally.

Eating local means more for the local economy. According to a study by the New Economics Foundation in London, a dollar spent locally generates twice as much income for the local economy. When businesses are not owned locally, money leaves the community at every transaction.

Locally grown produce is fresher. While produce that is purchased in the supermarket or a big-box store has been in transit or cold-stored for days or weeks, produce that you purchase at your local farmer's market has often been picked within 24 hours of your purchase. This freshness not only affects the taste of your food, but the nutritional value which declines with time.

Local food just plain tastes better. Ever tried a tomato that was picked within 24 hours? 'Nuff said.

Locally grown fruits and vegetables have longer to ripen. Because the produce will be handled less, locally grown fruit does not have to be "rugged" or to stand up to the rigors of shipping. This means that you are going to be getting peaches so ripe that they fall apart as you eat them, figs that would have been smashed to bits if they were sold using traditional methods, and melons that were allowed to ripen until the last possible minute on the vine.

Eating local is better for air quality and pollution than eating organic. In a March 2005 study by the journal Food Policy, it was found that the miles that organic food often travels to our plate creates environmental damage that outweighs the benefit of buying organic.

Buying local food keeps us in touch with the seasons. By eating with the seasons, we are eating foods when they are at their peak taste, are the most abundant, and the least expensive.

Buying locally grown food is fodder for a wonderful story. Whether it's the farmer who brings local apples to market or the baker who makes local bread, knowing part of the story about your food is such a powerful part of enjoying a meal.

Eating local protects us from bio-terrorism. Food with less distance to travel from farm to plate has less susceptibility to harmful contamination.

Local food translates to more variety. When a farmer is producing food that will not travel a long distance, will have a shorter shelf life, and does not have a high-yield demand, the farmer is free to try small crops of various fruits and vegetables that would probably never make it to a large supermarket. Supermarkets are interested in selling "Name brand" fruit: Romaine Lettuce, Red Delicious Apples, Russet Potatoes. Local producers often play with their crops from year to year, trying out Little Gem Lettuce, Senshu Apples, and Chieftain Potatoes.

Supporting local providers supports responsible land development. When you buy local, you give those with local open space—farms and pastures—an economic reason to stay open and undeveloped.

Jennifer Maiser, www.eatlocalchallenge.com

Source B

Smith, Alisa, and J. B. MacKinnon. *Plenty: One Man, One Woman, and a Raucous Year of Eating Locally*. New York: Harmony, 2007. Print.

The following passage is excerpted from a book written by the creators of the 100-Mile Diet, an experiment in eating only foods grown and produced within a 100-mile radius.

Food begins to lose nutrition as soon as it is harvested. Fruit and vegetables that travel shorter distances are therefore likely to be closer to a maximum of nutrition. "Nowadays, we know a lot more about the naturally occurring substances in produce," said [Cynthia] Sass. "It's not just vitamins and minerals, but all these phytochemicals and really powerful disease-fighting substances, and we do know that when a food never really reaches its peak ripeness, the levels of these substances never get as high." . . .

Yet when I called to confirm these facts with Marion Nestle, a professor and former chair of nutrition, food studies, and public health at New York University, she waved away the nutrition issue as a red herring. Yes, she said, our 100-mile diet—even in winter—was almost certainly more nutritious than what the average American was eating. That doesn't mean it is *necessary* to eat locally in order to be healthy. In fact, a person making smart choices from the global megamart can easily meet all the body's needs.

"There will be nutritional differences, but they'll be marginal," said Nestle. "I mean, that's not really the issue. It *feels* like it's the issue—obviously fresher foods that are grown on better soils are going to have more nutrients. But people are not nutrient-deprived. We're just not nutrient-deprived."

So would Marion Nestle, as a dietician, as one of America's most important critics of dietary policy, advocate for local eating?

"Absolutely."

Why? Because she loves the taste of fresh food, she said. She loves the mystery of years when the late corn is just utterly, incredibly good, and no one can say why: it just is. She likes having farmers around, and farms, and farmland.

GO ON TO THE NEXT PAGE.

Source C

McWilliams, James E. "On My Mind: The Locavore Myth." *Forbes.com.* Forbes, 15 Jul. 2009. Web. 16 Dec. 2009.

The following is excerpted from an online opinion article in a business magazine.

Buy local, shrink the distance food travels, save the planet. The locavore movement has captured a lot of fans. To their credit, they are highlighting the problems with industrialized food. But a lot of them are making a big mistake. By focusing on transportation, they overlook other energy-hogging factors in food production.

Take lamb. A 2006 academic study (funded by the New Zealand government) discovered that it made more environmental sense for a Londoner to buy lamb shipped from New Zealand than to buy lamb raised in the U.K. This finding is counterintuitive—if you're only counting food miles. But New Zealand lamb is raised on pastures with a small carbon footprint, whereas most English lamb is produced under intensive factory-like conditions with a big carbon footprint. This disparity overwhelms domestic lamb's advantage in transportation energy.

New Zealand lamb is not exceptional. Take a close look at water usage, fertilizer types, processing methods and packaging techniques and you discover that factors other than shipping far outweigh the energy it takes to transport food. One analysis, by Rich Pirog of the Leopold Center for Sustainable Agriculture, showed that transportation accounts for only 11% of food's carbon footprint. A fourth of the energy required to produce food is expended in the consumer's kitchen. Still more energy is consumed per meal in a restaurant, since restaurants throw away most of their leftovers.

Locavores argue that buying local food supports an area's farmers and, in turn, strengthens the community. Fair enough. Left unacknowledged, however, is the fact that it also hurts farmers in other parts of the world. The U.K. buys most of its green beans from Kenya. While it's true that the beans almost always arrive in airplanes—the form of transportation that consumes the most energy—it's also true that a campaign to shame English consumers with small airplane stickers affixed to flown-in produce threatens the livelihood of 1.5 million sub-Saharan farmers.

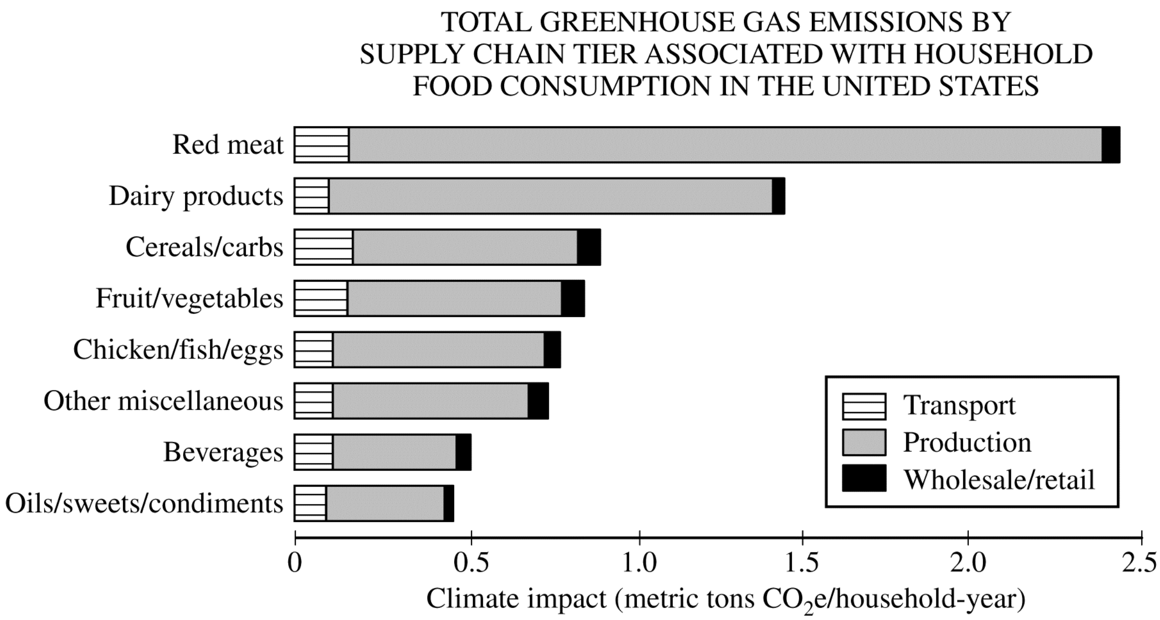
Another chink in the locavores' armor involves the way food miles are calculated. To choose a locally grown apple over an apple trucked in from across the country might seem easy. But this decision ignores economies of scale. To take an extreme example, a shipper sending a truck with 2,000 apples over 2,000 miles would consume the same amount of fuel per apple as a local farmer who takes a pickup 50 miles to sell 50 apples at his stall at the green market. The critical measure here is not food miles but apples per gallon.

The one big problem with thinking beyond food miles is that it's hard to get the information you need. Ethically concerned consumers know very little about processing practices, water availability, packaging waste and fertilizer application. This is an opportunity for watchdog groups. They should make life-cycle carbon counts available to shoppers.

Source D

Loder, Natasha, Elizabeth Finkel, Craig Meisner, and Pamela Ronald. "The Problem of What to Eat." *Conservation Magazine*. The Society for Conservation Biology, July-Sept. 2008. Web. 16 Dec. 2009.

The following chart is excerpted from an online article in an environmental magazine.



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Source E

Gogoi, Pallavi. "The Rise of the 'Locavore': How the Strengthening Local Food Movement in Towns Across the U.S. Is Reshaping Farms and Food Retailing." *Bloomberg Businessweek.* Bloomberg, 20 May 2008. Web. 17 Dec. 2009.

The following is excerpted from an online article in a business magazine.

The rise of farmers' markets—in city centers, college towns, and rural squares—is testament to a dramatic shift in American tastes. Consumers increasingly are seeking out the flavors of fresh, vine-ripened foods grown on local farms rather than those trucked to supermarkets from faraway lands. "This is not a fringe foodie culture," says [Anthony] Flaccavento. "These are ordinary, middle-income folks who have become really engaged in food and really care about where their food comes from."

It's a movement that is gradually reshaping the business of growing and supplying food to Americans. The local food movement has already accomplished something that almost no one would have thought possible a few years back: a revival of small farms. After declining for more than a century, the number of small farms has increased 20% in the past six years, to 1.2 million, according to the Agriculture Dept. . . .

The impact of "locavores" (as local-food proponents are known) even shows up in that Washington salute every five years to factory farming, the Farm Bill. The latest version passed both houses in Congress in early May and was sent on May 20 to President George W. Bush's desk for signing. Bush has threatened to veto the bill, but it passed with enough votes to sustain an override. Predictably, the overwhelming bulk of its $290 billion would still go to powerful agribusiness interests in the form of subsidies for growing corn, soybeans, and cotton. But $2.3 billion was set aside this year for specialty crops, such as the eggplants, strawberries, or salad greens that are grown by exactly these small, mostly organic farmers. That's a big bump-up from the $100 million that was earmarked for such things in the previous legislation.

Small farmers will be able to get up to 75% of their organic certification costs reimbursed, and some of them can obtain crop insurance. There's money for research into organic foods, and to promote farmers' markets. Senator Tom Harkin (D-Iowa) said the bill "invests in the health and nutrition of American children . . . by expanding their access to farmer's markets and organic produce."

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Source F

Roberts, Paul. *The End of Food.* New York: Houghton Mifflin Harcourt, 2008. Print.

The following is excerpted from a book about the food industry.

[T]he move toward local food, for all its trendiness (the more adamant adherents, known as “localvores,” strive to buy products that have traveled the least “food miles”), highlights one of the problematic pieces of the modern food economy: the increasing reliance on foods shipped halfway round the world. Because long-distance food shipments promote profligate fuel use and the exploitation of cheap labor (which compensates for the profligate fuel use), shifting back to a more locally sourced food economy is often touted as a fairly straightforward way to cut externalities, restore some measure of equity between producers and consumers, and put the food economy on a more sustainable footing. “Such a shift would bring back diversity to land that has been all but destroyed by chemical-intensive mono-cropping, provide much-needed jobs at a local level, and help to rebuild community,” argues the UK-based International Society for Ecology and Culture, one of the leading lights in the localvore movement. “Moreover, it would allow farmers to make a decent living while giving consumers access to healthy, fresh food at affordable prices.”

While localvorism sounds superb in theory, it is proving quite difficult in practice. To begin with, there are dozens of different definitions as to what local is, with some advocates arguing for political boundaries (as in Texas-grown, for example), others using quasi-geographic terms like food sheds, and still others laying out somewhat arbitrarily drawn food circles with radii of 100 or 150 or 500 miles. Further, whereas some areas might find it fairly easy to eat locally (in Washington State, for example, I’m less than fifty miles from industrial quantities of fresh produce, corn, wheat, beef, and milk), people in other parts of the country and the world would have to look farther afield. And what counts as local? Does food need to be purchased directly from the producer? Does it still count when it’s distributed through a mass marketer, as with Wal-Mart’s Salute to America’s Farmer program, which is now periodically showcasing local growers?

The larger problem is that although decentralized food systems function well in decentralized societies—like the United States was a century ago, or like many developing nations still are—they’re a poor fit in modern urbanized societies. The same economic forces that helped food production become centralized and regionalized did the same thing to our population: in the United States, 80 percent of us live in large, densely populated urban areas, usually on the coast, and typically hundreds of miles, often thousands of miles, from the major centers of food production.

Source G

Hallatt, Alex. "Arctic Circle." Comic strip. King Features Syndicate, Inc. 1 Sept. 2008. Web. 12 July 2009.

The following is a cartoon from an environmentally themed comic strip.

ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total time—2 hours

Question 1

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

The United States Postal Service (USPS) has delivered communications for more than two centuries. During the nineteenth century, the USPS helped to expand the boundaries of the United States by providing efficient and reliable communication across the country. Between 1790 and 1860 alone, the number of post offices in the United States grew from 75 to over 28,000. With this growth came job opportunities for postal workers and a boom in the cross-country rail system. The twentieth century brought substantial growth to the USPS, including large package delivery and airmail. Over the past decade, however, total mail volume has decreased considerably as competition from electronic mail and various package delivery companies has taken business away from the USPS. The loss of revenue has prompted the USPS to consider cutting back on delivery days and other services.

Carefully read the following seven 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-developed essay that argues a clear position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how.

Make sure 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 (Stone)
Source B (graph)
Source C (O'Keefe)
Source D (Hawkins)
Source E (McDevitt)
Source F (Cullen)
Source G (photo)

Source A

Stone, Daniel. "Flying Like an Eagle?" *Newsweek*. Newsweek, 5 Oct. 2009. Web. 24 Sept. 2010.

The following is excerpted from an online article in a national news magazine.

Anyone who's waited, and waited, in line at the old letter hub knows the service could probably be run better. NEWSWEEK asked a variety of management consultants and business futurists how to turn the old pony express into a sleek, 21st-century moneymaker—or, at the very least, a breaker-even. Listen up, Postal Service (and Congress): for this advice, we'll let you cut in line.

1) Get into the e-business. More people are e-mailing? So meet their needs. "Give every American an e-mail address when they're born," suggests futurist Watts Wacker. Might they look elsewhere for a different one? Sure, but at least you'll maintain relevance in their mind. Plus, you can sell lucrative advertising on those accounts.

2) Increase service. Don't drop from six- to five-day delivery; go the other way, says Kellogg School marketing prof Richard Honack—to all seven. It seems counterintuitive to add service when you're losing money, but people have less faith in the system precisely because of spotty service. Consider tightening hours, but the USPS could be the first carrier to reliably deliver all week.

3) Advertise with coupons. It sounds like an archaic way to attract customers in a new era, but if people are flocking to the Internet, give them an incentive to come back. "We're a coupon-cutting society," says futurist and business strategist Marlene Brown. "Make people feel like there's value added."

4) Make a play for control of government broadband [Internet access]. With Congress considering an expansion of broadband access, why not put it under the USPS, asks futurist David Houle. "That would define the Postal Service as a communications-delivery service, rather than just a team of letter carriers. Don't let the service's tie to Congress make it fizzle. If used right, why not use it as an advantage?"

5) Rebrand. No one knows what the Postal Service stands for, says Wacker. "Fly like an eagle, what does that even mean?" A company's brand is its most valuable tool, or its biggest liability. Contract out to find a new logo and slogan that actually convey what you do and how you do it. And then use them. (In this week's NEWSWEEK magazine, we asked three design firms to get started.)

6) Close branches if you must, but do it strategically. Franchise services by region, posits business strategist Gurumurthy Kalyanaram. You don't need a full-service post office every few blocks in New York, for example. Some centers could be for letters only, others for packages. That way you cut down on staff size and service required to and from each.

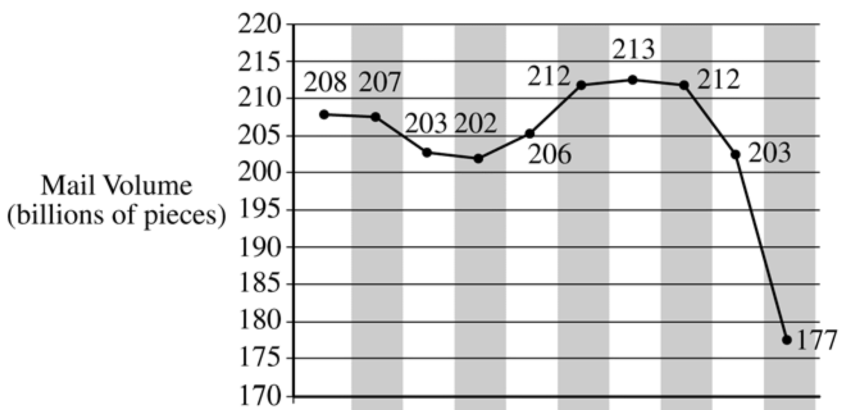
7) Reorganize and motivate staff. Paying high wages with inflated job security isn't a competitive strategy. Unions may be fierce, but consultant Peter Cohan thinks management should put employee contracts out to bid. And add incentives: if a worker saves money, give him a percentage. Inversely, put jobs on the line to avoid losses. In other words, run it like a real business.

Source B

"The Challenge to Deliver: Creating the 21st Century Postal Service: United States Postal Service 2009 Annual Report." *United States Postal Service.* United States Postal Service, 2009. Web. 24 Sept. 2010.

The following graph is excerpted from the 2009 annual report of the United States Postal Service.

The Delivery Challenge: Less Mail, More Addresses



Year	Delivery Points (in millions)	USPS Employees
2000	135.9	787,538
2001	137.7	775,903
2002	139.5	752,949
2003	141.4	729,035
2004	142.3	707,485
2005	144.3	704,716
2006	146.2	696,138
2007	148	684,762
2008	149.2	663,762
2009	150.1	623,128

GO ON TO THE NEXT PAGE.

Source C

O'Keefe, Ed. "Postal Service Expected to Announce 'Significant Changes.' " *Washington Post*. Washington Post Company, 2 Mar. 2010. Web. 27 Sept. 2010.

The following is excerpted from an online article in a national newspaper.

The U.S. Postal Service will release projections Tuesday that confirm for the first time the suspicion that mail volume will never return to pre-recession levels. In response, the agency is pushing anew for a dramatic reshaping of how Americans get and send their letters and packages.

Customers are continuing to migrate to the Internet and to cheaper standard-mail options, and away from the Postal Service's signature product—first-class mail, Postmaster General John E. Potter will report in announcing the projections.

The Postal Service experienced a 13 percent drop in mail volume last fiscal year, more than double any previous decline, and lost $3.8 billion. The projections anticipate steeper drops in mail volume and revenue over the next 10 years, and mounting labor costs only complicate the agency's path to firm fiscal footing.

In an effort to offset some of the losses, Potter seeks more flexibility in the coming year to set delivery schedules, prices and labor costs. The changes could mean an end to Saturday deliveries, longer delivery times for letters and packages, higher postage-stamp prices that exceed the rate of inflation, and the potential for future layoffs.

"At the end of the day, I'm convinced that if we make the changes that are necessary, we can continue to provide universal service for Americans for decades to come," Potter said Monday. "We can turn back from the red to the black, but there are some significant changes we need to make."

The postmaster general called for many of these changes last year but failed to convince lawmakers. This time he's armed with $4.8 million worth of outside studies that conclude that, without drastic changes, the mail agency will face even more staggering losses.

Source D

Hawkins, Dawn. "Advantages of Using the United States Postal Service." *Associated Content.* Associated Content, 14 Aug. 2009. Web. 27 Sept. 2010.

The following is excerpted from an online article.

Note: The article by Dawn Hawkins does not appear on this website due to copyright constraints.

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Source E

McDevitt, Caitlin. "To Postal Workers, No Mail Is 'Junk': With Revenues Falling, the Post Office Owes Its Future to Stuff We Throw Out." *Newsweek*. Newsweek, 27 Sept. 2008. Web. 28 Sept. 2010.

The following is excerpted from an online article in a national news magazine.

These are tough times for the U.S. Postal Service. It's being pummeled by high fuel costs. The soft economy is crimping the overall volume of mail, which fell 5.5 percent in the past year. Its business is also falling as Americans opt for e-mail over birthday cards and thank-you notes. Now comes another threat: consumers like Colleen Plimpton of Bethel, Conn. Earlier this year Plimpton became tired of the credit-card offers, catalogs and advertising fliers that clogged her mailbox. So in February she paid $20 to GreenDimes, a firm that helps consumers reduce their inflow of "junk mail" by contacting businesses on their behalf. "[Junk mailers] are cutting down trees willy-nilly, and that has got to stop," says Plimpton.

To the post office, consumers like her are a serious threat. "Efforts to convince people not to receive mail are really going to hurt," says Steve Kearney, a Postal Service senior vice president.

The Postal Service lost $1.1 billion in its latest quarter. That number would be even larger if it weren't for direct mailings, which now constitute 52 percent of mail volume, up from 38 percent in 1990. Revenue from direct mail "is the financial underpinning of the Postal Service—it could not survive without it," says Michael Coughlin, former deputy postmaster.

But 89 percent of consumers say in polls that they'd prefer not to receive direct-marketing mail; 44 percent of it is never opened. That's why 19 state legislatures have debated Do Not Mail lists, which would function just like the federal Do Not Call list. But partly due to opposition from postal workers, not a single bill has passed. When Colorado state Rep. Sara Gagliardi held a public meeting on a bill she was sponsoring, she was surprised when a crowd of postal workers showed up to express vehement opposition.

Both the Postal Service and the Direct Marketing Association say direct mail is a key source of customers for small businesses. "Advertising mail is a very valuable product to many consumers," says Sam Pulcrano, Postal Service vice president for sustainability, who points to two-for-one pizza coupons as especially welcome surprises. To blunt opposition, the DMA recently launched the Mail Moves America coalition to lobby against the restrictions.

GreenDimes founder Pankaj Shah isn't sympathetic. Not only is his company providing a service to consumers, he says, but it has also used its fees to plant more than 1 million trees. "We're all about giving consumers choice, not about bringing down the post office," he says. Still, as more consumers opt out of junk mail, rain, sleet and gloom of night may seem like the least of mail carriers' problems.

Source F

Cullen, Kevin. "Sending, Getting 'Real' Mail Still Magic." *Commercial-News*. Commercial-News, 20 Mar. 2010. Web. 28 Sept. 2010.

The following is excerpted from an online article.

E-mail is fast and simple, but to me an old-fashioned, handwritten letter has value in this speed-obsessed world. I have deleted hundreds of e-mails in one fell swoop, without taking the time to reread them, but I still have a letter that my Grandpa Cullen sent to me when I was 8.

I like to receive letters, thank-you notes, birthday cards and Christmas cards, and I like to send them too. Even today, it costs just 44 cents to send one from Danville to Sandybeach, Hawaii, or Frozentoes, Alaska . . . a genuine bargain.

Historians worry about the disappearance of permanent, written records. If there were no "real" letters, diaries, governmental files, handbills, pamphlets, magazines, newspapers and books—real ink on real paper—what would be left? Will electronic records even survive for 100 years? And what will happen if they don't? . . .

The Postal Service has been required to pay its own costs since 1970, and it made a profit until 2006. Since then, declining mail volume has created major problems. It delivered 17 percent fewer pieces in 2009 than it did in 2006, and lost $1.4 billion. That money was borrowed from the U.S. Treasury.

More declines in volume, coupled with the soaring cost of retiree health benefits, could create $238 billion in losses over the next 10 years, Postmaster General John Potter recently said. Approximately half of the present 300,000 postal workers are expected to retire by 2020.

Eliminating Saturday mail delivery would save $40 billion over a decade. Potter also wants to close and consolidate 154 post offices. More and more part-time workers would be hired as full-time workers retire.

Clearly, mail delivery isn't going away entirely. It's an essential government function, like feeding the Army. No private contractor will carry a letter from the Florida Keys to Alaska for 44 cents.

I'm going to do my bit by sending more letters.

Our Christmas card list will be expanded. Birthday cards will go to more friends and family. And I'm going to thank more people, in writing, for more things. I will send more cards and letters to offer encouragement, interest and sympathy. It shows good breeding.

I have shoeboxes filled with kind letters sent to me through the years by readers who liked something that I wrote. I always thanked them by return mail. Many friendships began that way. Those messages weren't deleted 100 at a time; they were saved, and they can be reread. . . .

It's satisfying to write a "real" letter, put it in an envelope and drop it into the mailbox. A day or two later, I know, someone will hold it and connect with me. Who knows? It may be read by someone I will never meet, 100 years from now.

Not a bad investment, for 44 cents.

Source G

Ochopee Post Office, Florida, 1970s. N.d. Photograph. Collection of the United States Postal Service. *USPS.com*. Web. 9 May 2011.

The following photo, from the Web site of the United States Postal Service, shows the Ochopee Post Office, the smallest free-standing post office in the United States.

Ochopee Post Office, Florida, 1970s © 1970 United States Postal Service. All Rights Reserved. Used with Permission.

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ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total time—2 hours

Question 1

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

The need to memorialize events or people is complex; in some cases, monuments honor moments of great achievement, while in other cases, monuments pay homage to deep sacrifice. A monument's size, location, and materials are all considerations in planning and creating a memorial to the past.

Read the following seven sources carefully, including the introductory information for each source. Then, in a well-organized essay that synthesizes at least three of the sources for support, examine the factors a group or agency should consider in memorializing an event or person *and* in creating a monument.

Make sure 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 (Savage)
Source B (photo)
Source C (Downes)
Source D (Kosareff)
Source E (Musser)
Source F (Roadside America)
Source G (Lin)

Source A

Savage, Kirk. *Monument Wars: Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape.* Berkeley: U of California P, 2009. Print.

The following is excerpted from a book on monuments in Washington, D.C.

There is no doubt that the modern state has been built on the mass circulation of the written word. Public monuments, by contrast, offer an anachronistic experience: a face-to-face encounter in a specially valued place set aside for collective gathering. . . . [T]he public monument speaks to a deep need for attachment that can be met only in a real place, where the imagined community actually materializes and the existence of the nation is confirmed in a simple but powerful way. The experience is not exactly in the realm of imagination or reason, but grounded in the felt connection of individual to collective body.

In this way the monumental core in Washington functions somewhat like a pilgrimage site, where communities of believers actually come together in the act of occupying a holy site, seeing a relic, reenacting a sacred event. The rhetoric of civil religion—pilgrimage, holy ground, sacred space—is often used to describe monumental Washington because it does seem to ring true. But we must not forget that in the disenchanted world of the modern secular nation, the monument is not, properly speaking, a sacred site. Typically it holds no relic or spiritual trace of a past presence. The site of the Lincoln Memorial, for instance, did not even exist in Lincoln's lifetime; it sits quite literally on mud dredged from the Potomac River bottom in the late nineteenth century by the Army Corps of Engineers. The memorial itself contains no actual relic of Lincoln. It is pure representation—a colossal marble statue and the text of two speeches carved on enormous panels, all housed in a neoclassical temple . . . . One of those speeches, the Gettysburg Address, had already been reproduced ad infinitum in newspapers and readers and textbooks long before the monument was built. The major Union veterans' organization had even sponsored a drive to put a bronze plaque carrying the full speech in schools and public places throughout the nation.

Why make a pilgrimage to a site with no historical significance to read a text that was already everywhere? The answer is simple: the monument manufactures its own aura. In the context of the Lincoln Memorial, the Gettysburg Address ceases to be a mere "mechanical reproduction" and becomes a treasure-piece by virtue of its hand carving in stone, at large scale, in a sequestered space, distinguished by lavish materials and aesthetic refinement. And the monument creates an actual, if temporary, community of readers, who must obey a particular decorum: they must stand at a certain distance to see the text panels in their entirety, which is not the way we ordinarily read—as photographers and filmmakers have observed to great effect . . . . Everything about the experience marks it as extraordinary and authoritative.

Source B

The Christopher Columbus Monument in Riverside Park. *Express-Times* file photo. Deegan, Jim. “A History Lesson on Easton’s Christopher Columbus Monument.” *Lehighvalleylive.com.* Lehigh Valley Express-Times, 15 Jan. 2010. Web. 20 Dec. 2010.

The following is a photo of a monument of Christopher Columbus in Riverside Park, Easton, Pennsylvania.

Express-Times/Landov

Source C

Downes, Lawrence. "Waiting for Crazy Horse." *New York Times*. New York Times, 2 Sept. 2009. Web. 20 Dec. 2010.

The following is excerpted from an online opinion article published in a major newspaper.

The carving of this South Dakota peak into a mounted likeness of Crazy Horse, the great Sioux leader, has been going on since 1948. It's a slow job. After all this time, only his face is complete. The rest—his broad chest and flowing hair, his outstretched arm, his horse—is still encased in stone. Someday, long after you are dead, it may finally emerge.

The memorial, outside Rapid City, is only a few miles from Mount Rushmore. Both are tributes to greatness. One is a federal monument and national icon, the other a solitary dream. A sculptor, Korczak Ziolkowski, worked at it alone for more than 30 years, roughing out the shape while acquiring a mighty beard and a large family. He died in 1982 and is buried in front of the mountain. His widow, Ruth, lives at the site and continues the mission with her many children.

I have to admit: Mount Rushmore bothers me. It was bad enough that white men drove the Sioux from hills they still hold sacred; did they have to carve faces all over them too? It's easy to feel affection for Mount Rushmore's strange grandeur, but only if you forget where it is and how it got there. To me, it's too close to graffiti.

The Crazy Horse Memorial has some of the same problems: it is most definitely an unnatural landmark. Some of the Indians I met in South Dakota voiced their own misgivings, starting with the fact that it presumes to depict a proud man who was never captured in a photograph or drawn from life.

Kelly Looking Horse, a Sioux artist I talked with as he sewed a skin drum at Mount Rushmore, said there were probably better ways to help Indians than a big statue. He also grumbled that many of the crafts for sale at the memorial were made by South Americans and Navajos and sold to people who wouldn't know the differences among Indian tribes, or care. Leatrice (Chick) Big Crow, who runs a Boys and Girls Club at the Pine Ridge Reservation, said she thought the memorial was one of those things that could go on swallowing money and effort forever.

But two other Sioux artists—Charlie Sitting Bull, a weaver of intricate beadwork, and Del Iron Cloud, a watercolorist—said they were grateful at least that the memorial gave them free space to show and sell their work. As for the loss of the Black Hills, Mr. Iron Cloud told me, without rancor, that there wasn't much to be done about it now.

Looking up at the mountain in the golden light of late afternoon, it was hard not to be impressed, even moved, by this effort to honor the memory of a people this country once tried mightily to erase. I came away reminded that eternity is not on our side. The nearby South Dakota Badlands, made of soft and crumbling sediment and ash, will be gone in a geological instant.

The day may sooner come when most human works have worn away as well. When all is lost to rust and rot, what remains may be two enormous granite oddities in the Great Plains: Four men's heads mysteriously huddled cheek to cheek—a forgotten album cover. And, far bigger, a full-formed Indian on a horse, his eyes ablaze, his long arm pointing out over his beloved Black Hills.

GO ON TO THE NEXT PAGE.

Source D

Kosareff, Jason. "Cemetery Faces an Uncertain Future." *Whittier Daily News* 25 July 2004. Print.

The following is excerpted from an article published in a local newspaper.

ROSEMEAD—Grandma Mary Pallett must be turning in her grave. The bones of Pallet (1796-1889) and thousands of other San Gabriel Valley pioneers buried at **Savannah Memorial Park** could be moved to make way for a future development.

"Unless something happens and we get the money from somewhere, I don't know how we're going to make it," said Rosie Gutierrez, treasurer for the El Monte Cemetery Association, which owns the 4-acre graveyard at 9263 Valley Blvd.

The association has enough money to keep the place open at least two years, said Bob Bruesch, vice president of the association and a Garvey School District board member.

Developers have an eye for the cemetery site and the community of Asian businesses and residents nearby would like to see it gone because they think it brings bad luck, Bruesch added.

But Savannah is rich in history and should be preserved, Bruesch argues.

"The pioneers from the Santa Fe Trail would bring their dead along with them, preserved somehow, and bury them here," he said.

More than 3,000 graves fill the cemetery, dated as early as 1847. Bruesch said more graves are scattered under Valley Boulevard and beneath area businesses. The area also was an Indian burial ground before the corpses of settlers filled the place, Bruesch said.

Bruesch said the association would go for historical landmark status with the state, but fears a lack of resources to pull it off. If the cemetery was sold for development, the association or developer would have to move the graves to another location and notify every relative. That task could cost millions of dollars, Bruesch said.

The association has about 200 more plots it could sell for $1,000 apiece, but it would not bring enough cash to keep Savannah running, Gutierrez said.

"I don't know what the solution is, I really don't," Gutierrez said. "It's going to take a city like Rosemead to take care of it."

Source E

Musser, Christine. "Preserving Memory: National Holocaust Memorial Museum Controversy." *Suite101.com*. Suite101.com Media Inc., 30 Oct. 2008. Web. 20 Dec. 2010.

The following is excerpted from an article published on a Web site for freelance writers and journalists.

It had to be done, but is The Mall* in Washington, D.C. the proper place for a museum that is dedicated to victims and survivors of the Holocaust?

It is not surprising that immediate and intense controversy erupted when plans were publicized to build a Holocaust museum on The Mall in Washington, D.C. The controversy grew from Jewish and non-Jewish communities, primarily due to the fact that a museum dedicated to the memory of the Holocaust would be built in the United States, who did little to stop the Holocaust from occurring, or as one protester said, "Imagine a Holocaust museum in the town whose political sages refused to lift a finger to halt the Holocaust or open our shores to the few survivors! How offensive to any informed individual!"

As the controversy grew, the supporters of the museum felt that building a museum on The Mall would enhance The Mall's already diverse stories. For example, George Will, a political columnist, states, "No other nation has a broader, graver responsibility in the world . . . No other nation more needs citizens trained to look life in the face". . . .

Holocaust Museum Design

The design of the building encouraged further controversy. Supporters did not want a duplicate of other buildings on The Mall, nor did they want something that would cause further anti-Semitism or to down play the atrocities of the Holocaust.

The Commission of Fine Arts refused the first design, stating the design was too "massive". The members of the commission felt the massive building would overcome The Mall and take away the main purpose of the museum, which was meant to be a place of remembrance and not to overpower The Mall or its visitors.

Albert Abraham was ready to scratch the design until he realized that the design could still work by downsizing it. Still not overly enthused by the design, it was approved by the Commission. Eventually the Commission would decide not to use Abraham's firm and asked James Ingo Freed to design the museum.

*The National Mall: a park in Washington, D.C., that stretches from the Lincoln Memorial to the United States Capitol. It contains a number of memorials, museums, and governmental buildings.

Source F

"Obscure Monument to Lobsterdom: Washington, DC." *RoadsideAmerica.com.* Roadside America, n.d. Web. 20 Dec. 2010.

The following is an entry in an online guide to offbeat tourist attractions.

Washington, DC

H. Elroy Johnson made money trapping lobsters and lived in Harpswell, Maine. In 1939 he posed for a sculpture titled "The Maine Lobsterman," kneeling before his favorite crustacean while pegging its claw. The sculpture was supposed to be cast in bronze and made part of the Maine exhibit at the 1939 New York World's Fair. But Maine ran out of money, so the artist just slapped a coat of bronze paint over the plaster model and shipped it to New York. After the Fair ended, the fake bronze statue returned to Maine and spent several decades being moved from city hall to museum to museum. No one seemed to want the man and his lobster. The statue was vandalized, repaired, and ended up in a warehouse where it was **eaten by rats**.

It wasn't until poor H. Elroy Johnson died that a bronze cast was finally made of the statue, and eight years after that (1981) it was moved to Washington, DC and dedicated in 1983. It was donated by the Camp Fire Girls of Cundys Harbor, Maine, and reportedly cost $30,000.

A close inspection may reveal tooth marks, but we aren't promising anything.

RoadsideAmerica.com

GO ON TO THE NEXT PAGE.

Source G

Lin, Maya. "Making the Memorial." *New York Review of Books.* NYREV, Inc., 2 Nov. 2000. Web. 5 July 2011.

The following is excerpted from an online article by Maya Lin, designer of the Vietnam Veterans Memorial in Washington, D.C.

The use of names was a way to bring back everything someone could remember about a person. The strength in a name is something that has always made me wonder at the "abstraction" of the design; the ability of a name to bring back every single memory you have of that person is far more realistic and specific and much more comprehensive than a still photograph, which captures a specific moment in time or a single event or a generalized image that may or may not be moving for all who have connections to that time.

Then someone in the class [an architectural seminar Lin took during her senior year at Yale University] received the design program, which stated the basic philosophy of the memorial's design and also its requirements: all the names of those missing and killed (57,000) must be a part of the memorial; the design must be apolitical, harmonious with the site, and conciliatory.

These were all the thoughts that were in my mind before I went to see the site.

Without having seen it, I couldn't design the memorial, so a few of us traveled to Washington, D.C., and it was at the site that the idea for the design took shape. The site was a beautiful park surrounded by trees, with traffic and noise coming from one side—Constitution Avenue.

I had a simple impulse to cut into the earth.

I imagined taking a knife and cutting into the earth, opening it up, an initial violence and pain that in time would heal. The grass would grow back, but the initial cut would remain a pure flat surface in the earth with a polished, mirrored surface, much like the surface on a geode when you cut it and polish the edge. The need for the names to be on the memorial would become the memorial; there was no need to embellish the design further. The people and their names would allow everyone to respond and remember.

It would be an interface, between our world and the quieter, darker, more peaceful world beyond. I chose black granite in order to make the surface reflective and peaceful. I never looked at the memorial as a wall, an object, but as an edge to the earth, an opened side. The mirrored effect would double the size of the park, creating two worlds, one we are a part of and one we cannot enter. The two walls were positioned so that one pointed to the Lincoln Memorial and the other pointed to the Washington Monument. By linking these two strong symbols for the country, I wanted to create a unity between the nation's past and present.

The idea of destroying the park to create something that by its very nature should commemorate life seemed hypocritical, nor was it in my nature. I wanted my design to work with the land, to make something with the site, not to fight it or dominate it. I see my works and their relationship to the landscape as being an additive rather than a combative process.

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

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

Many recent college graduates have faced record levels of unemployment. This situation has led people to question what they value about higher education. Some high school students and their parents are wondering if a college education is worth the cost. Others, however, believe that a college education prepares students for more than just a job or career.

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-developed essay that evaluates whether college is worth its cost.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. 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 (Crawford)
Source B (Roth)
Source C (chart)
Source D (Leonhardt)
Source E (Wieder)
Source F (Pew)

Source A

Crawford, Matthew B. "The Case for Working with Your Hands." *New York Times Magazine.* New York Times, 24 May 2009. Web. 19 Dec. 2011.

The following is excerpted from an article in the Sunday magazine section of a national newspaper.

High-school shop-class programs were widely dismantled in the 1990s as educators prepared students to become "knowledge workers." The imperative of the last 20 years to round up every warm body and send it to college, then to the cubicle, was tied to a vision of the future in which we somehow take leave of material reality and glide about in a pure information economy. This has not come to pass. To begin with, such work often feels more enervating than gliding. More fundamentally, now as ever, somebody has to actually do things: fix our cars, unclog our toilets, build our houses.

When we praise people who do work that is straightforwardly useful, the praise often betrays an assumption that they had no other options. We idealize them as the salt of the earth and emphasize the sacrifice for others their work may entail. Such sacrifice does indeed occur—the hazards faced by a lineman restoring power during a storm come to mind. But what if such work answers as well to a basic human need of the one who does it? I take this to be the suggestion of Marge Piercy's poem "To Be of Use," which concludes with the lines "the pitcher longs for water to carry/and a person for work that is real." Beneath our gratitude for the lineman may rest envy.

This seems to be a moment when the useful arts have an especially compelling economic rationale. A car mechanics' trade association reports that repair shops have seen their business jump significantly in the current recession: people aren't buying new cars; they are fixing the ones they have. The current downturn is likely to pass eventually. But there are also systemic changes in the economy, arising from information technology, that have the surprising effect of making the manual trades—plumbing, electrical work, car repair—more attractive as careers. The Princeton economist Alan Blinder argues that the crucial distinction in the emerging labor market is not between those with more or less education, but between those whose services can be delivered over a wire and those who must do their work in person or on site. The latter will find their livelihoods more secure against outsourcing to distant countries. As Blinder puts it, "You can't hammer a nail over the Internet." Nor can the Indians fix your car. Because they are in India.

If the goal is to earn a living, then, maybe it isn't really true that 18-year-olds need to be imparted with a sense of panic about getting into college (though they certainly need to learn). Some people are hustled off to college, then to the cubicle, against their own inclinations and natural bents, when they would rather be learning to build things or fix things. One shop teacher suggested to me that "in schools, we create artificial learning environments for our children that they know to be contrived and undeserving of their full attention and engagement. Without the opportunity to learn through the hands, the world remains abstract and distant, and the passions for learning will not be engaged."

Source B

Roth, Michael. "What's a Liberal Arts Education Good For?" *Huffington Post.* TheHuffingtonPost.com, 1 Dec. 2008. Web. 20 Dec. 2011.

The following is excerpted from an online article by the president of a liberal arts university.

Rather than pursuing business, technical or vocational training, some students (and their families) opt for a well-rounded learning experience. Liberal learning introduces them to books and the music, the science and the philosophy that form disciplined yet creative habits of mind that are not *reducible* to the material circumstances of one's life (though they may depend on those circumstances). There is a promise of freedom in the liberal arts education offered by America's most distinctive, selective, and demanding institutions; and it is no surprise that their graduates can be found disproportionately in leadership positions in politics, culture and the economy. . . .

What does liberal learning have to do with the harsh realities that our graduates are going to face after college? The development of the capacities for critical inquiry associated with liberal learning can be enormously practical because they become resources on which to draw for continual learning, for making decisions in one's life, and for making a difference in the world. Given the pace of technological and social change, it no longer makes sense to devote four years of higher education entirely to specific skills. Being ready on DAY ONE, may have sounded nice on the campaign trail, but being able to draw on one's education over a lifetime is much more practical (and precious). Post secondary education should help students to discover what they love to do, to get better at it, and to develop the ability to continue learning so that they become agents of change—not victims of it.

A successful liberal arts education develops the capacity for innovation and for judgment. Those who can image how best to reconfigure existing resources and project future results will be the shapers of our economy and culture. We seldom get to have all the information we would like, but still we must act. The habits of mind developed in a liberal arts context often result in combinations of focus and flexibility that make for intelligent, and sometimes courageous risk taking for critical assessment of those risks. . . .

America's great universities and colleges must continue to offer a rigorous and innovative liberal arts education. A liberal education remains a resource years after graduation because it helps us to address problems and potential in our lives with passion, commitment and a sense of possibility. A liberal education teaches freedom by example, through the experience of free research, thinking and expression; and ideally, it inspires us to carry this example, this experience of meaningful freedom, from campus to community.

The American model of liberal arts education emphasizes freedom and experimentation as tools for students to develop meaningful ways of working after graduation. Many liberal arts students become innovators and productive risk takers, translating liberal arts ideals into effective, productive work in the world. That is what a liberal education is good for.

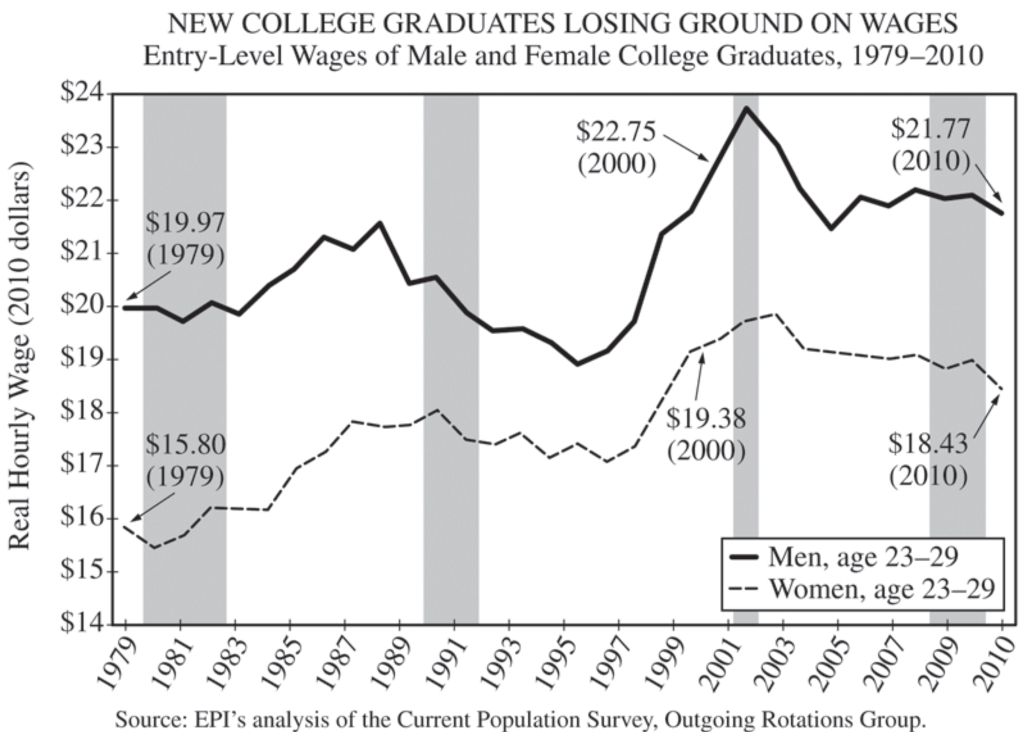
President Michael S. Roth
Wesleyan University
Huffington Post

Source C

Shierholz, Heidi. "New college grads losing ground on wages." *Economic Policy Institute*. Economic Policy Institute, 31 Aug. 2011. Web. 20 Dec. 2011.

The following is from an online article published by a nonprofit, nonpartisan think tank that aims to broaden discussions about economic policy to include the needs of low- and middle-income workers.

As college students head back to the classroom this semester, a harsh reality confronts them — the rewards for the time, energy, and money that young people put into college are less than they were a decade ago. Since 2000, America's young college graduates have seen wages, adjusted for inflation, deteriorate. This lack of wage growth may be particularly surprising to those used to reading about the vast unfilled need for college graduates, which if true would lead to *increases* in their earnings. The **chart below** tracks the average inflation-adjusted hourly wage for young college graduates with no advanced degree from 1979 to 2010.



After gains in the 1980s and particularly in the 1990s, hourly wages for young college-educated men in 2000 were $22.75, but that dropped by almost a full dollar to $21.77 by 2010. For young college-educated women, hourly wages fell from $19.38 to $18.43 over the same period. Now, with unemployment expected to remain above 8% well into 2014, it will likely be many years before young college graduates — or any workers — see substantial wage growth.

Source D

Leonhardt, David. "Even for Cashiers, College Pays Off." *New York Times*. New York Times, 25 June 2011. Web. 20 Dec. 2011.

The following is excerpted from an online article in a national newspaper.

The evidence is overwhelming that college is a better investment for most graduates than in the past. A new study even shows that a bachelor's degree pays off for jobs that don't require one: secretaries, plumbers and cashiers. And, beyond money, education seems to make people happier and healthier.

"Sending more young Americans to college is not a panacea," says David Autor, an M.I.T. economist who studies the labor market. "Not sending them to college would be a disaster."

The most unfortunate part of the case against college is that it encourages children, parents and schools to aim low. For those families on the fence—often deciding whether a student will be the first to attend—the skepticism becomes one more reason to stop at high school. Only about 33 percent of young adults get a four-year degree today, while another 10 percent receive a two-year degree.

So it's important to dissect the anti-college argument, piece by piece. It obviously starts with money. Tuition numbers can be eye-popping, and student debt has increased significantly. But there are two main reasons college costs aren't usually a problem for those who graduate.

First, many colleges are not very expensive, once financial aid is taken into account. Average net tuition and fees at public four-year colleges this past year were only about $2,000 (though Congress may soon cut federal financial aid).

Second, the returns from a degree have soared. Three decades ago, full-time workers with a bachelor's degree made 40 percent more than those with only a high-school diploma. Last year, the gap reached 83 percent. College graduates, though hardly immune from the downturn, are also far less likely to be unemployed than non-graduates.

Skeptics like to point out that the income gap isn't rising as fast as it once was, especially for college graduates who don't get an advanced degree. But the gap remains enormous—and bigger than ever. Skipping college because the pace of gains has slowed is akin to skipping your heart medications because the pace of medical improvement isn't what it used to be.

The Hamilton Project, a research group in Washington, has just finished a comparison of college with other investments. It found that college tuition in recent decades has delivered an inflation-adjusted annual return of more than 15 percent. For stocks, the historical return is 7 percent. For real estate, it's less than 1 percent.

Another study being released this weekend—by Anthony Carnevale and Stephen J. Rose of Georgetown—breaks down the college premium by occupations and shows that college has big benefits even in many fields where a degree is not crucial.

Construction workers, police officers, plumbers, retail salespeople and secretaries, among others, make significantly more with a degree than without one. Why? Education helps people do higher-skilled work, get jobs with better-paying companies or open their own businesses.

Source E

Wieder, Ben. "Thiel Fellowship Pays 24 Talented Students $100,000 Not to Attend College." *The Chronicle of Higher Education.* The Chronicle of Higher Education, 25 May 2011. Web. 20 Dec. 2011.

The following is excerpted from an online article in a publication for college and university faculty members and administrators.

The winners were announced today for a new fellowship that has sparked heated debate in academic circles for questioning the value of higher education and suggesting that some entrepreneurial students may be better off leaving college.

Peter Thiel, a co-founder of PayPal, will pay each of the 24 winners of his Thiel Fellowship $100,000 not to attend college for two years and to develop business ideas instead.

The fellows, all 20 years old or younger, will leave institutions including Harvard University, the Massachusetts Institute of Technology, and Stanford University, to work with a network of more than 100 Silicon Valley mentors and further develop their ideas in areas such as biotechnology, education, and energy. . . .

At least one student initially chosen as a Thiel fellow, however, ended up turning down the deal, opting to continue her traditional education by accepting admission at MIT.

Mr. Thiel said he had expected some applicants would decide to stay on their academic track.

He admits he probably wouldn't have applied for a program like the Thiel Fellowship when he was a student in the 1980s either.

Mr. Thiel studied philosophy at Stanford in the 1980s and later completed law school there, but he now wishes he had given more thought to the educational decisions he made and their implications.

"Instead, it was just this default activity," he said.

Questioning the Value of College

The fellowship seeks to help winners develop their ideas more quickly than they would at a traditional university. Its broader aim goes beyond helping the 24 winners, by raising big questions about the state of higher education.

Mr. Thiel ignited controversy when he told TechCrunch in April that he sees higher education as the next bubble, comparable to previously overvalued markets in technology and housing.

Both cost and demand for a college education have grown significantly in the years since Mr. Thiel was a student. He sees that rise as irrational.

Students today are taking on more debt, and recently tightened bankruptcy laws make it more difficult to shake that debt, he argues, and those factors make higher education a risky investment. "If you get this wrong, it's actually a mistake that's hard to undo for the rest of your life," he said.

Critics contend that even so, Thiel's advice to leave school and develop a business is applicable only to a tiny fraction of students and that Thiel's own success, aided by business relationships forged during his days at Stanford, argues against leaving school.

But Thiel is convinced that the social pressure for students to pursue "lower-risk trajectories" in their career choices will lead to less innovation in the future.

Source F

Pew Social & Demographic Trends. "Executive Summary." *Is College Worth It?* Pew Research Center, 15 May 2011. Web. 20 Dec. 2011.

The following is excerpted from a 2011 report on a national survey of 2,142 adults ages 18 and older.

Here is a summary of key findings:

Survey of the General Public

Cost and Value. A majority of Americans (57%) say the higher education system in the United States fails to provide students with good value for the money they and their families spend. An even larger majority—75%—says college is too expensive for most Americans to afford. At the same time, however, an overwhelming majority of college graduates—86%—say that college has been a good investment for them personally.

Monetary Payoff. Adults who graduated from a four-year college believe that, on average, they are earning $20,000 more a year as a result of having gotten that degree. Adults who did not attend college believe that, on average, they are earning $20,000 a year less as a result. These matched estimates by the public are very close to the median gap in annual earnings between a high school and college graduate as reported by the U.S. Census Bureau in 2010: $19,550. A more detailed Pew Research Center analysis . . . shows that this gap varies by type of degree and field of study.

Student Loans. A record share of students are leaving college with a substantial debt burden, and among those who do, about half (48%) say that paying off that debt made it harder to pay other bills; a quarter say it has made it harder to buy a home (25%); and about a quarter say it has had an impact on their career choices (24%).

Why Not College? Nearly every parent surveyed (94%) says they expect their child to attend college, but even as college enrollments have reached record levels, most young adults in this country still do not attend a four-year college. The main barrier is financial. Among adults ages 18 to 34 who are not in school and do not have a bachelor's degree, two-thirds say a major reason for not continuing their education is the need to support a family. Also, 57% say they would prefer to work and make money; and 48% say they can't afford to go to college.

Split Views of College Mission. Just under half of the public (47%) says the main purpose of a college education is to teach work-related skills and knowledge, while 39% say it is to help a student grow personally and intellectually; the remainder volunteer that both missions are equally important. College graduates place more emphasis on intellectual growth; those who are not college graduates place more emphasis on career preparation.

For Most College Graduates, Missions Accomplished. Among survey respondents who graduated from a four-year college, 74% say their college education was very useful in helping them grow intellectually; 69% say it was very useful in helping them grow and mature as a person; and 55% say it was very useful in helping them prepare for a job or career.

Above All, Character. While Americans value college, they value character even more. Asked what it takes for a young person to succeed in the world, 61% say a good work ethic is extremely important and 57% say the same about knowing how to get along with people. Just 42% say the same about a college education.

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