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QUESTION 1

Thurgood Marshall's litigation of *Brown v. Board of Education* in 1952—the landmark case, decided in 1954, that made segregation illegal in United States public schools—was not his first case before the U.S. Supreme Court. Some legal scholars claim that the cases he presented to the court in the sixteen years before his successful argument for desegregation of public schools were necessary forerunners of that case: preliminary tests of legal strategies and early erosions of the foundations of discrimination against African Americans that paved the way for success in *Brown*.

When Marshall joined the legal staff of the National Association for the Advancement of Colored People (NAACP) in 1936, the organization was divided on how to proceed against the legal doctrine that for forty years had promoted "separate but equal" facilities for African Americans in educational institutions, in public transportation, and various other civic amenities. One approach was to emphasize that facilities were not in fact equal and to pursue litigation whose practical goal was the improvement both of opportunity for African Americans and of the facilities themselves. A second, more theoretical, approach was to argue that the concept of separate but equal facilities for the races was by its very nature impossible to fulfill, rendering the doctrine self-contradictory and hence legally unsound. Marshall correctly believed that the latter approach would eventually be the one to bring repeal of the doctrine, but felt it necessary in the short term to argue several cases using the former approach, in order to demonstrate the numerous ways in which segregation prevented real equality and thus to prepare the courts to recognize the validity of the theoretical argument.

While Marshall enjoyed several successes arguing for the equalization of facilities and opportunities in such areas as voting practices and accommodations for graduate students at public universities, it would be twelve years before he evolved a strategy for arguing against pervasive discriminatory practices that enabled him to make the leap from individual instances of inequality to the broader social argument needed to later invalidate "separate but equal." In 1948, Marshall litigated *Shelley v. Kraemer*, in which he convinced the court to outlaw housing discrimination practiced by private parties. Although the court had previously supported such practices implicitly under a doctrine that excused private dealings from the legal requirement for equal protection of citizens under law, Marshall presented sociological data demonstrating that, in sum and over time, these individual transactions constituted a pattern of insupportable discrimination. Marshall later used this strategy when arguing against individual schools' enrollment restrictions in *Brown*; scholars argue that his successful use of the strategy in *Shelley* prepared the court to accept such data as convincing evidence for finding "separate but equal" insupportable on its face.

The passage suggests that the scholars referred to in the passage would be most likely to believe which one of the following statements?

- A. Without Marshall's argument in *Shelley v. Kraemer*, the court would probably have overturned "separate but equal" for political reasons.
- B. Without Marshall's argument in *Shelley v. Kraemer*, the court would probably not have ruled in his favor on *Brown v. Board of Education*.
- C. Without Marshall's argument in *Shelley v. Kraemer*, the court would probably not have excused private dealings from the legal requirement for equal protection of citizens under law.
- D. Without Marshall's argument in *Shelley v. Kraemer*, the court would probably never have relied on sociological data in any future cases.
- E. Without Marshall's argument in *Shelley v. Kraemer*, the court would probably have overturned discriminatory housing transactions on other grounds.

Correct Answer: B

"Inference" must spring to mind when one sees "the passage suggests" and "most likely to believe." The focus is the scholars who, we must recall, credit Marshall's early legal strategies with paving the way for *Brown*. So anything they would be "likely to believe" must hinge somehow on that. This question offers another big, fat hint in the wording of the answer choices: Each begins with "Without Marshall's argument in *Shelley v. Kraemer*," language that signals "are you

ready? ?a necessary condition. What would that Shelley argument be necessary for? Why, the rejection of "separate but equal," of course. This question in its shy way is dealing with Global issues. Without Marshall's earlier argument in Shelley, paving the way, the court in Brown probably would not have ruled in his favor.

QUESTION 2

Charles A. Lindbergh is remembered as the first person to make a nonstop solo flight across the Atlantic, in 1927. This feat, when Lindbergh was only twenty-five years old, assured him a lifetime of fame and public attention. Charles Augustus Lindbergh was more interested in flying airplanes than he was in studying. He dropped out of the University of Wisconsin after two years to earn a living performing daredevil airplane stunts at country fairs. Two years later, he joined the United States Army so that he could go to the Army Air Service flight-training school. After completing his training, he was hired to fly mail between St. Louis and Chicago. Then came the historic flight across the Atlantic. In 1919, a New York City hotel owner offered a prize of \$25,000 to the first pilot to fly nonstop from New York to Paris. Nine St. Louis business leaders helped pay for the plane Lindbergh designed especially for the flight. Lindbergh tested the plane by flying it from San Diego to New York, with an overnight stop in St. Louis. The flight took only 20 hours and 21 minutes, a transcontinental record. Nine days later, on May 20, 1927, Lindbergh took off from Long Island, New York, at 7:52 A. M. He landed at Paris on May 21 at 10:21 P. M. He had flown more than 3,600 miles in less than thirty-four hours. His flight made news around the world. He was given awards and parades everywhere he went. He was presented with the U. S. Congressional Medal of Honor and the first Distinguished Flying Cross. For a long time, Lindbergh toured the world as a U. S. goodwill ambassador. He met his future wife, Anne Morrow, in Mexico, where her father was the United States ambassador.

During the 1930s, Charles and Anne Lindbergh worked for various airline companies, charting new commercial air routes. In 1931, for a major airline, they charted a new route from the east coast of the United States to the Orient. The shortest, most efficient route was a great curve across Canada, over Alaska, and down to China and Japan. Most pilots familiar with the Arctic did not believe that such a route was possible. The Lindberghs took on the task of proving that it was. They arranged for fuel and supplies to be set out along the route. On July 29, they took off from Long Island in a specially equipped small seaplane. They flew by day and each night landed on a lake or a river and camped. Near Nome, Alaska, they had their first serious emergency. Out of daylight and nearly out of fuel, they were forced down in a small ocean inlet. In the next morning's light, they discovered they had landed on barely three feet of water. On September 19, after two more emergency landings and numerous close calls, they landed in China with the maps for a safe airline passenger route.

Even while actively engaged as a pioneering flier, Lindbergh was also working as an engineer. In 1935, he and Dr. Alexis Carrel were given a patent for an artificial heart. During World War I in the 1940s, Lindbergh served as a civilian technical advisor in aviation. Although he was a civilian, he flew over fifty combat missions in the Pacific. In the 1950s, Lindbergh helped design the famous 747 jet airliner. In the late 1960s, he spoke widely on conservation issues. He died August 1974, having lived through aviation history from the time of the first powered flight to the first steps on the moon and having influenced a big part of that history himself.

When did the Lindberghs map an air route to China?

- A. before they worked for an airline
- B. before Charles worked with Dr. Carrel
- C. after World War II
- D. while designing the 747
- E. when he was thirty

Correct Answer: B

QUESTION 3

The recent cleaning of frescoes in the Sistine Chapel has raised important aesthetic issues. Art historians are now acutely aware that the colors of the works they study may differ from the works' original colors. Art historians have concluded from this that interpretations of the frescoes that seemed appropriate before the frescoes' restoration may no longer be appropriate.

Which one of the following principles, if valid, most helps to justify the art historians' reasoning?

- A. The appropriateness of an interpretation of an artwork is relative to the general history of the period in which the interpretation is made.
- B. The restoration of an artwork may alter it such that it will have colors that the artist did not intend for it to have.
- C. The colors of an artwork are relevant to an appropriate interpretation of that work.
- D. Art historians are the best judges of the value of an artwork.
- E. Interpretations of an artwork are appropriate if they originated during the period when the work was created.

Correct Answer: C

The art historians feel that in light of the cleaned and hence differently-colored Sistine Chapel frescoes, previous interpretations may no longer be valid. To justify such a position, it would have to be true that the colors within those frescoes have some pertinence to the frescoes' interpretation. Correct choice [The colors of an artwork are...] generalizes from that specific case to a general principle to which the art historians' argument is perfectly applicable.

QUESTION 4

Critic: Most chorale preludes were written for the organ, and the greatest chorale preludes written for the organ were written by J. S. Bach. One of Bach's chorale preludes dramatizes one hymn's perspective on the year's end. This prelude is agonizing and fixed on the passing of the old year, with its dashed hopes and lost opportunities. It does not necessarily reveal Bach's own attitude toward the change of the year, but does reflect the tone of the hymn's text. People often think that artists create in order to express their own feelings. Some artists do. Master artists never do, and Bach was a master artist.

If the critic's statements are true, then on the basis of them which one of the following CANNOT be true?

- A. Bach believed that the close of the year was not a time for optimism and joyous celebration.
- B. In composing music about a particular subject, Bach did not write the music in order to express his own attitude toward the subject.
- C. In compositions other than chorale preludes, Bach wrote music in order to express his feelings toward various subjects.
- D. Most of Bach's chorale preludes were written for instruments other than the organ.
- E. Most of the great chorale preludes were written for instruments other than the organ.

Correct Answer: C

This would be a good one to postpone, as some of the later questions were less involved than this one. The question stem asks you to find the choice that must be false, so the best approach is to read through the stimulus once but be prepared to check back with it when you consult the choices. (There's far too much detail to expect to be able to

handle the choices without checking back.) As it turns out, the correct answer comes from the last few sentences. Master artists never create in order to express their own feelings. Bach is a master artist, so he never created works (chorale preludes or not) to express his feelings.

QUESTION 5

Tribal communities in North America believe that their traditional languages are valuable resources that must be maintained. However, these traditional languages can fall into disuse when some of the effects of the majority culture on tribal life serve as barriers between a community and its traditional forms of social, economic, or spiritual interaction. In some communities the barrier has been overcome because people have recognized that language loss is serious and have taken action to prevent it, primarily through community self-teaching.

Before any community can systematically and formally teach a traditional language to its younger members, it must first document the language's grammar; for example, a group of Northern Utes spent two years conducting a thorough analysis and classification of Northern Ute linguistic structures. The grammatical information is then arranged in sequence from the simpler to the more complex types of usage, and methods are devised to present the sequence in ways that will be most useful and appropriate to the culture.

Certain obstacles can stand in the way of developing these teaching methods. One is the difficulty a community may encounter when it attempts to write down elements (particularly the spellings of words) of a language that has been primarily oral for centuries, as is often the case with traditional languages. Sometimes this difficulty can simply be a matter of the lack of acceptable written equivalents for certain sounds in the traditional language: problems arise because of an insistence that every sound in the language have a unique written equivalent—a desirable but ultimately frustrating condition that no written language has ever fully satisfied.

Another obstacle is dialect. There may be many language traditions in a particular community; which one is to be written down and taught? The Northern Utes decided not to standardize their language, agreeing that various phonetic spellings of words would be accepted as long as their meanings were clear. Although this troubled some community members who favored Western notions of standard language writing or whose training in Western-style linguistics was especially rigid, the lack of standard orthography made sense in the context of the community's needs. Within a year after the adoption of instruction in the Northern Ute language, even elementary school children could write and speak it effectively.

It has been argued that the attempt to write down traditional languages is misguided and unnecessary; after all, in many cases these languages have been transmitted in their oral form since their origins. Defenders of the practice counter that they are writing down their languages precisely because of a general decline in oral traditions, but they concede that languages could be preserved in their oral form if a community made every effort to eschew aspects of the majority culture that make this preservation difficult.

Based on the passage, the group of Northern Utes mentioned in passage would be likely to believe each of the following statements EXCEPT:

- A. Standardizing traditional languages requires arbitrary choices and is sometimes unnecessary.
- B. Written languages should reflect one standard dialect rather than several dialects.
- C. Traditional languages can be taught even if they are not rigorously standardized.
- D. Variant spellings of words are acceptable in a language if their meanings are clear.
- E. The extent to which a language should be standardized depends upon a community's needs.

Correct Answer: B

The Northern Utes are featured next, and it's their appearance in 4 that concerns us here. This time we have a "likely

to believe EXCEPT" question, which somewhat resembles the "LEAST compatible". Use the line references to get a handle on what the Utes believe, and then you'll have a better chance of weeding out the statement they would find objectionable. So what do we know? They didn't standardize the language, figuring that some variance in spelling was okay as long as there was clarity. Although there was some grumbling, they went with what seemed right for the situation, and things seemed to work out well in the end.

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