

by Passage 2 but not Passage 1. C), while somewhat consistent with Passage 1, is far too extreme. Galloway believes that the dispute over taxation is relatively minor; there is nothing to suggest that he believes ties should be preserved at all cost. D) is completely off-topic: neither author discusses how individuals should be taxed, only whether Britain has the right to tax the Colonies in the way that it has done.

### 2.1 B

Although Washington and DuBois disagree about the best way for African Americans to improve their status, both authors are clear about the fact that both professional and manual jobs (= a wide range of occupations) can offer rewards. Washington states that *No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem* (lines 28-29), and DuBois makes clear that he is an earnest advocate for manual training. DuBois also makes clear throughout Passage 2 that he only considers traditional education and preparation for middle/upper-class careers appropriate for exceptional men, but that the rest can find fulfillment in manual labor.

### 2.2 C

The easiest way to answer this question is to use the main points. Passage 1: African Americans should start @ bottom, work up; Passage 2: Focus on “talented tenth.” The phrase *talented tenth* refers to the cultivation of a small group of elites, whereas Washington in Passage 1 is primarily concerned with raising the prospects of African Americans as a whole. C) is thus correct. A) does not fit because DuBois in Passage 2 proposes a system of education, not Washington in Passage 1. For B), Passage 1 does include references to *a foreign land* and *those of foreign birth*, but Washington’s principal concern is the situation in the United States. It is far too big of a stretch to describe his perspective as “international.” D) is incorrect because each passage focuses on presenting a different solution to the same problem.

### 2.3 D

Because the authors disagree in their approach to improving the prospects of African Americans, you can assume that the correct answer to this question is negative. “Appreciation” and “sympathy” are positive, so A) and B) can be eliminated. C) is off-topic: the issue is not whether education is necessary for freedom, but whether it is necessary for economic (and, to a lesser degree, social) advancement. That leaves D), which is consistent with the main point of Passage 2: DuBois is in favor of cultivating an elite that would start “at the top.” From that perspective, Washington’s attitude fails to take into account (“ignores”) the fact that certain individuals are exceptionally capable and should be singled out as such.

### 2.4 C

What is the viewpoint expressed in lines 78-85? That education should be used to create an African-American elite (“the Talented Tenth”) who, it can be assumed, would seek prestigious jobs and titles. What would Washington think of that? Given his focus on bringing everyone up from the bottom, he would probably have a somewhat negative attitude toward that idea. B) is straightforwardly positive and can be eliminated. Be careful with D), however: *beyond reproach* means “beyond criticism,” i.e., perfect, so this answer is actually extremely positive and can be eliminated as well. A) is off-topic: Washington does not discuss the disadvantages of trying to raise people too far beyond their existing position in economic terms. That leaves C), which is correct. If Washington believes that African Americans as a whole should start at the bottom and focus on practical, manual labor only, then the idea of creating a substantial group of elites who would jump straight to the top would likely strike him as excessively ambitious.