A school group charters three identical buses and occupies $\frac{4}{5}$ of the seats. After $\frac{1}{4}$ of the passengers leave, the remaining passengers use only two of the buses.

**Quantity A**  
The fraction of the seats on the two buses that are now occupied

**Quantity B**  
9

8. The fraction of the seats on the two buses that are now occupied

---

**Directions:** Questions 9–20 have three different formats. Unless a question has its own directions, each question has five answer choices, exactly one of which is correct.

9. The Center City Little League is divided into $d$ divisions. Each division has $r$ teams, and each team has $p$ players. How many players are there in the entire league?

\[ d + r + p \]

\[ d \times p \]

\[ \frac{d}{r} \]

\[ \frac{d}{p} \]

\[ \frac{d}{r^2} \]

---

10. In 1980, the cost of $p$ pounds of potatoes was $d$ dollars. In 1990, the cost of $2p$ pounds of potatoes was $\frac{4}{3}d$ dollars. By what percent did the price of potatoes decrease from 1980 to 1990?

\[ \text{A} \] 25%

\[ \text{B} \] 50%

\[ \text{C} \] 75%

\[ \text{D} \] 100%

\[ \text{E} \] 400%

---

11. A number $x$ is chosen at random from the set of positive integers less than 10. What is the probability that $\frac{9}{x}$ is an integer?

\[ \text{A} \] 0

\[ \text{B} \] 1

\[ \text{C} \] 2

\[ \text{D} \] 3

---

12. A bag contains 3 red, 4 white, and 5 blue marbles. Jason begins removing marbles from the bag at random, one at a time. What is the least number of marbles he must remove to be sure that he has at least one of each color?

\[ \text{A} \] 3

\[ \text{B} \] 6

\[ \text{C} \] 8

\[ \text{D} \] 10

---

13. Jordan has taken 5 math tests so far this semester. If he gets a 70 on his next test, it will lower the average (arithmetic mean) of his test scores by 4 points. What is his average now?

\[ \text{A} \] 66

\[ \text{B} \] 68

\[ \text{C} \] 72

\[ \text{D} \] 74

\[ \text{E} \] 76

---

14. Which of the following is a valid conclusion from the graphs and the fact that the population of the United States was greater in 1995 than in 1991?

\[ \text{A} \] In 1991, adults whose highest degree was at least a bachelor's were more than twice as likely to participate in adult education than those whose highest educational attainment was a high school diploma or GED (high school equivalency diploma).

\[ \text{B} \] On a percentage basis, from 1991 to 1995, the greatest increase in the adult education participation rate was among those adults whose highest educational attainment was grades 9–12, without earning a high school diploma.

\[ \text{C} \] In 1995, more people participated in adult education programs than in 1991.

\[ \text{D} \] From 1991 to 1995 the rate of participation in adult education among the groups represented in the graphs increased the least for those who attained at least a bachelor's degree.

\[ \text{E} \] In 1995, more adults with at least a bachelor's degree participated in adult education than did adults who attended some college but did not earn a college degree.

---

15. If, in the United States in 1995, there were 100 million employed adults and 40 million adults not in the labor force, then approximately what was the ratio of the number of employed adults participating in adult education to the number of people not in the labor force participating in adult education?

\[ \text{A} \] 5:4

\[ \text{B} \] 5:2

\[ \text{C} \] 10:3

\[ \text{D} \] 5:1

\[ \text{E} \] 6:1
19. The figure below consists of four semicircles in a large semicircle. If the small semicircles have radii of 1, 2, 3, and 4, what is the perimeter of the shaded region?

\[ \text{Options: } 10\pi, 20\pi, 40\pi, 60\pi, 100\pi \]

20. If \( a \) is increased by 25% and \( b \) is decreased by 25%, the resulting numbers will be equal. What is the ratio of \( a \) to \( b \):

\[ \text{Options: } 360, 377, 310 + 320 + 330, 327 + 357 + 387, 397 + 399 \]

Directions: For the following question, enter your answer in the box.

16. Assume that in 1996 the unemployment rate was 8%, meaning that 8 out of every 100 adults in the workforce were unemployed. What percentage of adults in the labor force participated in adult education? Round your answer to the nearest whole percent.

\[ \text{ } \%

17. If \( a \) and \( b \) are the lengths of the legs of a right triangle whose hypotenuse is 10 and whose area is 20, what is the value of \((a + b)^2\)?

\[ \text{Options: } 100, 120, 140, 180, 200 \]

18. What is the average (arithmetic mean) of 3\(10^0 \), 3\(60^0 \), and 3\(90^0 \)?

\[ \text{Options: } 360, 377, 310 + 320 + 330, 327 + 357 + 387, 397 + 399 \]

Section 4 Verbal Reasoning

Time: 30 Minutes—20 Questions

Directions: For each of the following sentences, select the two answers of the six choices given that, when substituted in the sentence, both logically complete the sentence as a whole and create sentences that are equivalent to one another in meaning.

Questions 1–6

1. Ironically, the same mayor who preached ___ to his constituents was noted for his extravagance and his free-spending lifestyle.

   A. righteousness
   B. radicalism
   C. economy
   D. austerity
   E. repentance
   F. honesty

2. The portrait painter was disinclined to accept a commission unless she was assured of adequate ____ for the task.

   A. recompense
   B. illumination
   C. personnel
   D. remuneration
   E. equipment
   F. expertise

3. Beginning with the music and dance of the antebellum plantation, jazz, born from a slave culture, would eventually ____ a musical industry that African musicians would dominate for years to come.

   A. prelude
   B. spawn
   C. withstand
   D. advocate
   E. disenfranchise
   F. generate

4. To a sophisticated audience conversant with the wide range of contemporary literary criticism, this brief essay would have been seen as a ____ version of arguments rehearsed in much more detail elsewhere.

   A. synoptic
   B. perceptive
   C. condensed
   D. generic
   E. censored
   F. forensic

5. Among contemporary writers of fiction, Mrs. Woolf is ____ figure, in some ways as radical as James Joyce, in others no more modern than Jane Austen.

   A. a curious
   B. an introspective
   C. a peripheral
   D. a disinterested
   E. an anomalous
   F. a doctrinaire

6. Book publishing has long been ____ profession, partly because for younger editors the best way to win a raise or a promotion was to move on to another publishing house.

   A. an innovative
   B. a prestigious
   C. an itinerant
   D. a mobile
   E. a rewarding
   F. an insular
Directions: The passage below is followed by questions based on its content. Once you have read the passage, select the answer choice that best answers each question. Answer all questions on the basis of what is stated or implied in the passage.

For each of Questions 7–9, select one answer choice unless otherwise instructed.

Questions 7–9 are based on the following passage.

Mary Shelley herself was the first to point to her fortuitous immersion in the literary and scientific revolutions of her day as the source of her novel Frankenstein. Her extreme youth, as well as her sex, have contributed to the generally held opinion that she was not so much an author in her own right as a transparent medium through which passed the ideas of those around her. "All Mrs. Shelley did," writes Mario Praz, "was to provide a passive reflection of some of the wild fantasies which were living in the air about her."

Passive reflections, however, do not produce original works of literature, and Frankenstein, if not a great novel, was unquestionably an original one. The major Romantic and minor Gothic tradition to which it should have belonged was to the literature of the overreacher: the superman who breaks through normal human limitations to defy the rules of society and infringe upon the realm of God. In the Faust story, the hero—of the individual will is symbolized by a pact with the devil. Byron's and Balzac's heroes: the Wandering Jew; the chained and unchained Prometheus: all are overreachers, all are punished by their own excesses—by a surfeit of sensation, of experience, of knowledge, and, most typically, by the doom of eternal life. But Mary Shelley's overreacher is different. Frankenstein's exploration of the forbidden boundaries of human science does not cause the prolongation and extension of his own life, but the creation of a new one. He defies mortality not by living forever, but by giving birth.

7. The author quotes Mario Praz primarily in order to
   A. support her own perception of Mary Shelley's uniqueness
   B. illustrate recent changes in scholarly opinions of Shelley
   C. demonstrate Praz's unfamiliarity with Shelley's Frankenstein
   D. provide an example of the predominant critical view of Shelley
   E. contrast Praz's statement about Shelley with Shelley's own self-appraisal

8. The author of the passage concedes which of the following about Mary Shelley as an author?
   A. She was unaware of the literary and mythological traditions of the overreacher.
   B. She intentionally parodied the scientific and literary discoveries of her time.
   C. She was exposed to radical artistic and scientific concepts which influenced her work.
   D. She lacked the maturity to create a literary work of absolute originality.
   E. She was not so much an author in her own right as an imitator of the literary works of others.

9. According to the author, Frankenstein parts from the traditional figure of the overreacher in
   A. his exaggerated will
   B. his apocalyptic purpose
   C. the excesses of his method
   D. the inevitability of his failure
   E. his defiance of the deity

10. With units covering such topics as euthanasia, organ transplantation, and patient rights, the course Religion, Ethics, and Medicine explores the ways in which religious ideas and concepts influence the practice of medicine and delivery of health care.

   A. inform
   B. obviate
   C. reiterate
   D. preclude
   E. deny

11. To the embittered ex-philanthropist, all the former recipients of his charity were (i) , as stingy with their thanks as they were wasteful of his (ii) .

   Blank (i)
   A. misers
   B. ingrates
   C. prigs

   Blank (ii)
   A. gratitude
   B. largesse
   C. equanimity

12. For centuries, physicists have had good reason to believe in the principle of equivalence profounded by Galileo: it has (i) its accuracy to extraordinary precision.

   Blank (i)
   A. predicted
   B. survived
   C. postulated

13. The actress had (i) getting people to do things for her, and, to her delight, her new friends proved quite (ii) in finding new ways to meet her needs.

   Blank (i)
   A. a knack for
   B. a disinclination for
   C. an indifference to

   Blank (ii)
   A. assiduous
   B. dilatory
   C. stodical
14. Although he did not consider himself (i) ___________, he felt that the inconsistencies in her story (ii) ___________ a certain degree of incredulity on his part.

Blank (i)

- an apostate
- a skeptic
- a hypocrite

Blank (ii)

- intimidated
- dignified
- warranted

Directions: The passage below is followed by questions based on its content. Once you have read the passage, select the answer choice that best answers each question. Answer all questions on the basis of what is stated or implied in the passage.

For each of Questions 15–20, select one answer choice unless otherwise instructed.

Questions 15–17 are based on the following passage.

(The passage was written in the latter half of the 20th century.)

The coastlines on the two sides of the Atlantic Ocean present a notable parallelism: the easternmost region of Brazil, in Line Pernambuco, has a convexity that corre-
(sponds almost perfectly with the concavity of the African Gulf of Guinea, while the con-
tours of the African coastline between Rio de Oro and Liberia would, by the same approx-
imation, match those of the Caribbean Sea.

The coastline of Pernambuco is a good example of how the coastlines of Africa and South America differ from one another. The coastline of Pernambuco is more rugged and irregular than the coastline of Africa, while the coastline of Africa is more straight and regular than the coastline of South America.

15. The primary purpose of the passage is to
   (a) describe the relative speed of continental movement
   (b) predict the future configuration of the continents
   (c) refute a radical theory postulating continental movement
   (d) describe the reasoning behind a geological theory
   (e) explain how to calculate the continental drift per year

16. It can be inferred from the passage that evidence for continental drift has been provided by the
   (a) correspondences between coastal contours
   (b) proof of an original solitary land mass
   (c) level of sima underlying the continents
   (d) immobility of the African continent
   (e) relative heaviness of the continental masses

17. The passage presents information that would answer which of the following questions?
   (a) In what ways do the coastlines of Africa and South America differ from one another?
   (b) How much lighter than the substratum of igneous rock below them are the continental masses?
   (c) Is the rotation of the globe affecting the stability of the present day continental masses?
   (d) According to Wegener's theory, in what direction have the Americas tended to move?
   (e) How does Wegener's theory account for the apparent immobility of the African continent?

18. During the 1930s, the National Association for the Advancement of Colored People (NAACP) attorneys Charles H. Houston, William Hastie, James M. Nabrit, Leon (10) Ransom, and Thurgood Marshall charted a legal strategy designed to end segregation in education. They developed a series of legal cases challenging segregation in graduate and professional schools. Houston believed that the battle against segregation had to begin at the highest academic level in order to miti-
gate fear of race mixing that could create even greater hostility and reluctance on the part of white judges. After establishing a (15) series of favorable legal precedents in higher education, NAACP attorneys planned to launch an all-out attack on the separate-but-
equal doctrine in primary and secondary schools. The strategy proved successful. In (20) four major United States Supreme Court decisions, precedents were established that would enable the NAACP to construct a solid legal foundation upon which the Brown case could rest. Missouri ex rel. (25) Gaines v. Canada, Registrar of the University of Missouri (1938); Sipuel v. Board of Regents of the University of Oklahoma (1948); McLaughlin v. Oklahoma State Regents for Higher Education (1950); and Sweatt v. (30) Painter (1950).

In the Oklahoma case, the Supreme Court held that the plaintiff was entitled to enroll in the University. The Oklahoma Regens responded by separating black and white stu-
dents in cafeterias and classrooms. The 1950 (35) McLaughlin decision ruled that such internal separation was unconstitutional. In the (40) Sweat ruling, delivered on the same day, the Supreme Court held that the maintenance of separate law schools for whites and blacks was unconstitutional. A year after Herman (45) Sweat entered the University of Texas law school, desegregation cases were filed in the states of Kansas, South Carolina, Virginia,
18. According to the passage, Houston aimed his legislative challenge at the graduate and professional school level on the basis of the assumption that
   ☐ the greatest inequities existed at the highest academic and professional levels
   ☐ the separate-but-equal doctrine applied solely to the highest academic levels
   ☐ there were clear precedents for reform in existence at the graduate school level
   ☐ the judiciary would feel less apprehension at desegregation on the graduate level
   ☐ the consequences of desegregation would become immediately apparent at the graduate school level

19. Which of the following statements is most compatible with the principles embodied in *Plessy v. Ferguson* as described in the passage?
   ☐ Internal separation of whites and blacks within a given school is unconstitutional.
   ☐ Whites and blacks may be educated in separate schools so long as they offer comparable facilities.
   ☐ The maintenance of separate professional schools for blacks and whites is unconstitutional.
   ☐ The separate-but-equal doctrine is inapplicable to the realm of private education.
   ☐ Blacks may be educated in schools with whites whenever the blacks and whites have equal institutions.

Section 5 Quantitative Ability

**TIME: 35 MINUTES—20 QUESTIONS**

*Directions:* In each of Questions 1–7, there are two quantities—Quantity A and Quantity B. You are to compare those quantities, taking into consideration any additional information given. The correct answer to such a question is
   ☐ if Quantity A is greater;
   ☐ if Quantity B is greater;
   ☐ if the two quantities are equal;
   ☐ if it is impossible to determine which quantity is greater.

*Note:* The given information, if any, is always centered above the two quantities. In any question, if a symbol or letter appears more than once, it represents the same thing each time.

<table>
<thead>
<tr>
<th>Quantity A</th>
<th>Quantity B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ((-8)^2)</td>
<td>((-9)^3)</td>
</tr>
<tr>
<td>2. (\sqrt{4}^2)</td>
<td>((\sqrt{2})^2(\sqrt{2})^2)</td>
</tr>
<tr>
<td>3. The price of a large pizza is 30% more than the price of a small pizza.</td>
<td>The price of a large pizza when it is on sale for 30% off.</td>
</tr>
<tr>
<td>4. The average (arithmetic mean) of 1, 2, 3, 4, 5, 6, 7, 8, and 9.</td>
<td>50</td>
</tr>
<tr>
<td>5. In 9 years, Katie will be 4 times as old as she is now.</td>
<td>11</td>
</tr>
<tr>
<td>6. The area of an equilateral triangle whose sides are 6</td>
<td>The area of an isosceles right triangle whose legs are 6</td>
</tr>
<tr>
<td>7. The probability that the product of the two numbers chosen is 1</td>
<td>The probability that the product of the two numbers chosen is 1</td>
</tr>
</tbody>
</table>
8. John bought a $100 DVD player on sale at 8% off. How much did he pay including 8% sales tax?  
(A) $84.64  
(B) $92.00  
(C) $96.48  
(D) $99.36  
(E) $100.00

9. The sum of the lengths of all the edges of a cube is 3 feet. What is the volume, in cubic feet, of the cube?  
(A) 1  
(B) 2  
(C) 4  
(D) 8  
(E) 27

10. Mary read from the top of page 10 to the bottom of page 24 in 30 minutes. At this rate, how long, in minutes, will it take her to read from the top of page 25 to the bottom of page 50?  

Directions: For the following question, consider each of the choices separately and select all that apply.

11. For how many positive integers $m \leq 100$ is $(m - 5)(m - 45)$ positive?  
(A) 45  
(B) 50  
(C) 58  
(D) 59  
(E) 60

12. The magazine Modern Crafts published the instructions for making a circular mosaic whose diameter is 20 centimeters. Geraldine wants to use tiles of the same size as those listed in the magazine article to make a larger mosaic—one that is 30 centimeters in diameter. To have the correct number of tiles for her mosaic, by what factor must she multiply the number of tiles that were listed in the magazine's directions?  
(A) 2.25  
(B) 2.00  
(C) 1.50  
(D) 1.44  
(E) 0.67

13. Every year between 70% and 85% of the students at Central High School attend the homecoming rally. If one year 1,435 students attended the rally, which of the following could have been the number of students at Central High School that year?  
Indicate all possible numbers of students.  
(A) 1675  
(B) 1775  
(C) 1875  
(D) 1975  
(E) 2075

14. If there were 10,000,000 college students in 1975, how many more male students were there than female students?  

15. In 1975 what percent of female college students were at least 25 years old?  
(A) 14%  
(B) 30%  
(C) 45%  
(D) 69%  
(E) 76%

Directions: For the following question enter your answer in the box.

16. If the total number of students enrolled in college was 40% higher in 1995 than in 1975, what is the ratio of the number of male students in 1995 to the number of male students in 1975?  
(A) 6:6  
(B) 6:7  
(C) 6:5  
(D) 7:5

Directions: For the following question, consider each of the choices separately and select all that apply.

17. Eric can address 40 envelopes per hour. At this rate, how many envelopes can he address in 99 minutes?  

18. At Florence Pizza, the only slices of pizza available are plain and pepperoni, which cost $1.50 and $2.00, respectively. Small, medium, and large cups of soda cost $1.00, $1.50, and $1.75, respectively. Which of the following could be the total cost of two slices of pizza and two sodas?  
Indicate all such costs.  
(A) $5.00  
(B) $5.25  
(C) $6.00  
(D) $6.25  
(E) $7.00  
(F) $7.25
19. In a normal distribution, 68% of the scores lie within one standard deviation of the mean. If the SAT scores of all the high school juniors in Center City followed a normal distribution with a mean of 500 and a standard deviation of 100, and if 10,200 students scored between 400 and 500, approximately how many students scored above 600?

\[
\frac{1}{x} + \frac{1}{y} = \frac{1}{20} \Rightarrow \frac{1}{15} \Rightarrow \frac{1}{10} \Rightarrow \frac{1}{2} \Rightarrow 2
\]

20. If \(x + y = 10\), and \(xy = 20\), what is the value of \(\frac{1}{x} + \frac{1}{y}\)?

\[
\frac{1}{x} + \frac{1}{y} = \frac{1}{20} \Rightarrow \frac{1}{15} \Rightarrow \frac{1}{10} \Rightarrow \frac{1}{2} \Rightarrow 2
\]
ANSWER EXPLANATIONS

Section 1—Analytical Writing

There are no "correct answers" to this section.

Section 2—Verbal Reasoning

1. (D)(E) Note the two key phrases "Given the human tendency to suspect and disbelieve in" and "it is unsurprising that." People who view the unconscious with suspicion or disbelieve in it are as a consequence likely to deny or gainay (contradict) its effect on human interactions.

2. (B)(E) In contrast to his reputation, the author is not markedly taciturn (uncommunicative; disinclined to talk). In fact, he seems inclined to talk. In other words, he is not at all averse from or opposed to conversation.

3. (A)(C) To call a country "the land of the free" while allowing the institution of slavery to exist struck Mrs. Trollope as evidence of hypocriso or sanctimony (the act of making a false display of righteousness or piety).

4. (B)(D) The key word here is "passionate." Paul finds himself attracted to a woman who is ardent (fervent; keen) and wholehearted (fully enthusiastic) about her likes and dislikes.

5. (C)(E) Soap operas and situation comedies are derivative of contemporary culture: they take their elements from that culture. Therefore, they serve as evidence or indices (signs, indications) of what is going on in that culture, both point to and point up the social attitudes and values they portray.

Note that the soap operas and comedies here cannot be determinants of our society's attitudes and values: they derive from these attitudes and values; they do not determine them.

6. (D)(E) Whatever word or phrase you choose here must apply equally well both to slander and to counterfeit money. People who would not make up a slanderous statement circulate or spread slander by passing it on. So too people who would not coin or make counterfeit money circulate or spread around counterfeit money by passing it on.

Note how the extended metaphor here influences the writer's choice of words.

7. (D) The author cites Meredith's intelligence (brilliance) and his splendor of language (linguistic grandeur) as evidence of his mind.

8. (E) Rather than justifying the claim, the author clearly acknowledges Meredith's inability to evoke the reader's sympathy.

Choice A is incorrect. From the start the author points out how Meredith leaves readers cold.

Choice B is incorrect. The author reiterates Meredith's virtues, citing muscular intelligence and literary merit.

Choice C is incorrect. The author quotes several such imagined criticisms.

Choice D is incorrect. The author indicates that if readers choose to avoid dealing with Meredith they shall be doing a disservice to the cause of criticism. Only Choice E remains. It is the correct answer.

9. (E) Speaking of the "challenge and excitement of the critical problem as such," the author clearly finds the prospect of appraising Meredith critically to be stirring and invigorating.

10. (C) The author wishes us to be able to recognize the good qualities of Meredith's work while at the same time we continue to find it personally unsympathetic. Thus, she would agree that criticism should enable us to appreciate the virtues of works we dislike.

Choice A, B, and E are unsupported by the passage.

Choice D is incorrect. While the author wishes the reader to be aware of Meredith's excellences, she does not suggest that the reader should ignore those qualities in Meredith that make his work unsympathetic. Rather, she wishes the reader to come to appreciate the very ambivalence of his critical response.

11. (A)(E) The off-Broadway and Broadway theatres are contrasted here. The former has manifested or shown a talent for improvisation, extemporaneous or spontaneous performance. The latter has manifested no such talent for spontaneity.

Note the use of whereas to establish the contrast.

12. (C)(D) People had complimented her for her fluency or elegance; it was therefore surprising that she proved inarticulate or tongue-tied at her inauguration.

Note the use of although and surprisingly to signal the contrast.

13. (B)(F) The filmwakers with neither to reject nor to vitiate (impair; weaken) a strong sense of place. Instead, they take pains to impart (communicate; convey) a strong sense of the places they film as well as of the characters they film. Thus, their films become portraits of the spaces their characters inhabit.

14. (B)(D) The key phrase here is "they remained the dominant viol size." The text is discussing changes over time in the popularity of different sizes of bass viols. Before 1600, larger consort bass viols were in fashion. After 1600, the larger consort bass viols were displaced by the smaller division viol. The division viol continued to be popular until some time in the 1700s, when they went out of fashion.

15. (A)(E)(G) Particles have no need to be wound up because the property of spinning (rotation) is built into their makeup; it is intrinsic. That is the significant difference between the spinning of particles and the spinning of tops.

16. (C) To the author the concept is both simple and traditional, dating as it does from Newton's time.

17. (A)(C) Question A is answerable on the basis of the passage. As the area's density increases, its gravitational field increases in strength. Likewise, Question C is also answerable, on the basis of the passage. The end result of the process is the formation of a gravitationally bound object, a newborn star. Remember, you must have selected both A and C to receive credit for this question.

Question B is not answerable on the basis of the passage. The passage nowhere states what disturbs the gas.
18. (E) The passage compares the Quechua empire to a *mandala* because "it was divided into four parts." Thus, a *mandala* is most likely a "figure composed of four divisions."

19. (B) The author refers to the Quechua as existing in "a state of unmitigating anxiety, which could not be resolved by action" and which the Quechua could only deal with by looking into himself and struggling with the depths of his own psyche. This suggests that the Quechua world was highly introspective.

20. (D) Both the unmitigating anxiety of Quechua life and the recurring harvest failures that brought starvation to millions illustrate the hardness and frustration of Quechua existence.

Section 3—Quantitative Ability

Two asterisks (**) indicate an alternative method of solving.

1. (D) Use TACTIC 4, Chapter 9. Could m and n be equal? Sure, if each is 5. Eliminate Choices A and B. Must they be equal? No, not if m = 1 and n = 25. Eliminate Choice C, as well. Neither quantity is always greater, and the two quantities are not always equal (D).

2. (D) Since \(\frac{2}{3} = 66\frac{2}{3}\%\), which is clearly more than 65%, it appears that Quantity B is greater. Be careful! That would be true if \(a\) were positive, but no restrictions are placed on \(a\). If \(a = 0\), the columns are equal; if \(a\) is negative, Quantity A is greater. Neither quantity is always greater, and the two quantities are not always equal (D).

**Use TACTIC 1, Chapter 9. Just let \(a = 0\), and then let \(a < 1\).**

3. (D) Use TACTIC 4, Chapter 9. Could the quantities be equal? Could \(c = 5\)? Sure, if this is a 3-4-5 right triangle. Must \(c = 52\)? No; if the triangle is not a right triangle, \(c\) could be less than or more than 5.

Neither quantity is *always* greater, and the quantities are not *always* equal (D). (Note: Since the figure may not be drawn to scale, do not assume that the triangle has a right angle.)

4. (B) You don't *have* to solve for \(a\) and \(b\). If \(a - b > a + b\), then \(b\) is negative and Quantity B is greater.

**You could solve. Adding the two equations yields \(2a = 49\) \(\Rightarrow a = 24.5 \Rightarrow b = -5.5\).**

5. (A) Since in the given figure QA and OB are radii, each is equal to 5. With no restrictions on \(x\), \(AB\) could be any positive number less than 10; and the larger \(x\) is, the larger \(AB\) is.

If \(x\) were 90, \(AB\) would be \(5\sqrt{2}\), but we are told that \(x > 90\), so

\[AB > 5\sqrt{2} > 7.\]

6. (A) Quantity B is \(\frac{13}{17} < (x^2)^5 = x^{10}\). Since 0 < \(x < 1\), \(x^{10} < x^5\).

7. (C) In Figure 1, since the radius of each circle is 3, the area of each circle is \(9\pi\), and the total area of the four circles is \(36\pi\). In Figure 2, the radius of each circle is 2, and so the area of each circle is \(4\pi\), and the total area of the nine circles is \(36\pi\). Since the area of both squares is \(12^2 = 144\), and the area of both white regions is \(36\pi\), the areas of both shaded regions is \(144 - 36\pi\). The quantities are equal (C).

8. (C) If there are \(x\) seats on each bus, then the group is using \(\frac{4}{5}(3x) = \frac{12}{5}x\) seats. After \(\frac{1}{4}\) of them get off, \(\frac{3}{4}\) of them, or \(\frac{3}{4} \times \frac{12}{5}x\) remain.

What fraction of the \(2x\) seats on the two buses are now being used?

\[\frac{\frac{9}{5}x}{\frac{24}{10}} = \frac{\frac{9}{5}}{2} = \frac{9}{10}.\]

**To avoid the algebra, assume there are 20 seats on each bus. At the beginning, the group is using 48 of the 60 seats on the three buses. When 12 people left, the 36 remaining people used \(\frac{9}{10}\) of the 40 seats on two buses.

9. (B) Since \(d\) divisions each have \(t\) teams, multiply to get \(dt\) teams; and since each team has \(p\) players, multiply the number of teams (\(dt\)) by \(p\) to get the total number of players \(dp\).

**Use TACTIC 2, Chapter 8. Pick three easy-to-use numbers for \(t\), \(d\), and \(p\). Assume that there are 2 divisions, consisting of 4 teams, so, there are \(2 \times 4 = 8\) teams. Then assume that each team has 10 players, for a total of \(8 \times 10 = 80\) players. Now check the choices. Which one is equal to 80 when \(d = 2\), \(t = 4\), and \(p = 10\)? Only \(dp\).**
10. (C) Since, in 1990, 2 pounds of potatoes cost \( \frac{1}{2} d \) dollars, \( p \) pounds cost half as much: \( \frac{1}{2} \left( \frac{1}{2} d \right) = \frac{1}{4} d \). This is \( \frac{1}{4} \), or 25\%, as much as the cost in 1980, which represents a decrease of 75\%.

**In this type of problem it is often easier to use TACTIC 2, Chapter 8. Assume that 1 pound of potatoes cost $100 in 1980. Then in 1990, 2 pounds cost $50, so 1 pound cost $25. This is a decrease of $75 in the cost of 1 pound of potatoes, and%

\[
\text{% decrease} = \frac{\text{actual decrease} \times 100}{\text{original amount}} = \frac{75}{100} = 75\%.
\]

11. \( \frac{2}{9} \) There are nine positive integers less than 10: 1, 2, ..., 9. For which of them is \( \frac{9}{x} > x \)?

Only 1 and 2: \( \frac{9}{1} > 1 \) and \( \frac{9}{2} > 2 \). When \( x = 3 \), \( \frac{9}{3} = x \), and for all the others

\[\frac{9}{x} < x.\]

The probability is \( \frac{2}{9} \).

12. (D) If Jason were really unlucky, what could go wrong in his attempt to get one marble of each color? Well, his first nine picks might yield five blue marbles and four white ones. But then the tenth marble would be red, and now he would have at least one of each color. The answer is 10.

13. 94 If \( a \) represents Jordan's average after 5 tests, then he has earned a total of \( 5a \) points [TACTIC E1]. A grade of 70 on the sixth test will lower his average 4 points to \( a - 4 \). Therefore,

\[
a - 4 = \frac{5a + 70}{6} \Rightarrow 6(a - 4) = 5a + 70 \Rightarrow 6a - 24 = 5a + 70 \Rightarrow 6a = 5a + 94 \Rightarrow a = 94.
\]

**Assume Jordan's average is \( a \) because he earned \( a \) on each of his first 5 tests. Since after getting a 70 on his sixth test his average will be \( a - 4 \), the deviation on each of the first 5 tests is 4, for a total deviation above the average of 20 points. So, the total deviation below must also be 20 [KEY FACT E3]. Therefore, 70 is 20 less than the new average of \( a - 4 \):

\[
70 = (a - 4) - 20 \Rightarrow a = 94.
\]

**Use TACTIC 1, Chapter 8: backsolve. Start with Choice C, 86. If his 5-test average was 90, he had 450 points and a 70 on the sixth test would give him a total of 520 points, and an average of \( \frac{520}{6} = 86.666 \). So, the 70 lowered his average 3.333 points. That's not enough. Eliminate Choices A, B, and C. Try Choices D or E. Choice E, 94, works.


(A) In 1991, more than 50\% of the adults whose highest degree was at least a bachelor's degree participated in adult education, whereas those whose highest educational attainment was a high school diploma or GED (high school equivalency diploma) fewer than 25\% participated. (A is true.)

(B) From 1991 to 1995, among those adults whose highest educational attainment was grades 9–12, without earning a high school diploma, the rate of participation in adult education increased from about 15\% to 23\%, an increase of about 50\%. None of the other groups had nearly that great an increase. (B is true.)

(C) Since the population of the country grew between 1991 and 1995, and the rate of participation in adult education programs increased in every category, the total number of people participating had to increase. (C is true.)

(D) From 1991 to 1995 the rate of participation in adult education for those who had attained at least a bachelor's degree increased from about 52\% to 58\%, the least increase of any group on both an absolute and percent basis. (D is true.)

(E) Without knowing how many adults have earned a college degree and how many have attended some college without earning a college degree, it is impossible to make this conclusion. For example, 50\% of 100,000,000 is much more than 585 of 50,000,000. (E is false.)

15. (B) 50\% of 100,000,000 = 50,000,000; 20\% of 40,000,000 = 8,000,000;
100,000,000; 50,000,000 = 50,000,000 = 50% = 6.25\%, which is closest to choice E, 6.1.

16. (49) Assume that there were 1,000 adults in the workforce. Then 80 were unemployed and 920 were employed. Since 50\% of the employed adults and 40\% of the unemployed adults participated in adult education, the number of participants was 50\% of 920 + 40\% of 80 = 460 + 32 = 492.

So, the rate of participation was \( \frac{492}{1000} = 0.492 = 49.2\% \).

Rounded to the nearest whole percent, the answer is 49.

17. (D)

By the Pythagorean theorem,

\[a^2 + b^2 = 10^2 = 100;\]

and since the area is 20, \( \frac{1}{2} ab = 20 \Rightarrow ab = 40.\)

Expand:

\[(a + b)^2 = a^2 + 2ab + b^2 = (a^2 + b^2) + 2ab.\]

Then

\[(a^2 + b^2) + 2ab = 100 + 2(40) = 180.\]
18. (E) To find the average of three numbers, divide their sum by 3:
\[
\frac{3^0 + 3^6 + 3^{10}}{3}.
\]
Now use the distributive law and divide each term in the numerator by 3:
\[
\frac{3^0}{3} + \frac{3^6}{3} + \frac{3^{10}}{3} = 3^0 + 3^2 + 3^3.
\]

19. (B) In the given figure, the diameters of the four small semicircles are 2, 4, 6, and 8, so the diameter of the large semicircle is 2 + 4 + 6 + 8 = 20, and its radius is 10. The perimeter of the shaded region is the sum of the circumferences of all five semicircles. Since the circumference of a semicircle is π times its radius, the perimeter is π + 2π + 3π + 4π + 10π = 20π.

20. \[
\frac{3}{5} \quad a + 25\% (a) = 1.25a, \quad b - 25\% (b) = 0.75b.
\]
So, 1.25a = 0.75b, and \[
\frac{a}{b} = \frac{0.75}{1.25} = \frac{3}{5}.
\]

**If after increasing a and decreasing b the results are equal, a must be smaller than b. So, the ratio of a to b must be less than 1. Eliminate Choices C, D, and E. Now, either test Choices A and B or just guess. To test Choice B, pick two numbers in the ratio of 3 to 4—30 and 40, for example. Then, 30 increased by 25% is 37.5, and 40 decreased by 25% is 30. The results are not equal, so eliminate Choice B. The answer is \[
\frac{3}{5} \quad (50 \text{ decreased by } 25\% \text{ is } 37.5).
\]

**Section 4—Verbal Reasoning**

1. (C)(D) The key phrase here is "his extravagance and his free-spending lifestyle." Ironically is an implicit contrast signal: it indicates that you are looking for an antonym or near-antonym to extravagance. The mayor practices extravagance but preaches thrift, that is, economy (financial prudence) or austerity (strict economy; restraint).

2. (A)(D) Working on commission, the portrait painter seeks proper remuneration (payment or reward for services) for undertaking the job.

3. (B)(F) Stripped of descriptive phrases, the sentence simply states that jazz would spurn or generate (give rise to) an industry. Note that the verb spurn occurs here with a secondary meaning.

4. (A)(C) Several clues suggest that this brief essay is an abridgment or synopsis of more extensive critiques ("arguments rehearsed in much more detail elsewhere"). Thus, it can be described as a condensed (shortened) or synopsis (concise; summary) version.

5. (A)(E) If Mrs. Woolf combines both radical and non-radical elements in her fictions, then she presents an anomalous (unusual; not fitting into a common or familiar pattern) or curious (highly unusual) image. Here curious occurs with its secondary meaning (arousing interest or curiosity) rather than with its primary meaning (inquisitive).

6. (C)(D) The key phrase here is "move on." If editors have to travel from firm to firm to succeed in their field, then publishing can be classified as an itinerant or mobile profession, a profession marked by traveling.

7. (D) Immediately before quoting Praz, the author states that the general view of Shelley depicts her as "a transparent medium through which passed the ideas of those around her." The quotation from Praz provides an excellent example of this particular point of view.

To answer this question correctly, you do not need to read the passage in its entirety. Quickly scroll through the passage, scanning for the name Praz, read only the context in which it appears.

8. (C) The opening sentence points out that Shelley herself acknowledged the influence of her unplanned immersion in the scientific and literary revolutions of her time. Clearly, the author of the passage concedes this as true of Shelley.

9. (B) The concluding paragraph distinguishes Franklin from the other overreachers in his desire not to extend his own life but to impart life to another (by creating his monster). Thus, his purpose is antipathetic to the traditional overreacher.

To say that someone parts from the traditional figure of the overreacher is to say that he differs from it. Thus, to answer this question quickly, scan the passage looking for overreacher and different (or their synonyms).

10. (A) Clearly religious ideas and concepts do not obviate (hinder), preclude (rule out), or deny the practice of medicine and delivery of health care. Neither do they reiterate (repeat) the practice of medicine. However, religious ideas and concepts do inform (permeate; permeate, with obvious effect) medical practices.

11. (B)(E) The embittered benefactor thinks of them as ingrates (ungrateful persons) because they do not thank him sufficiently for his generosity. He does not think of them as misers (boards of wealth); although they are stingy in expressing thanks, they are extravagant in spending money, that is, being "wasteful of his largesse." He certainly does not think of them as priests (self-righteous fuss-budgets); the specific attribute he resents in them is ingratitude, not self-righteousness, or exaggerated propriety.

12. (B)(D) The physicists have had good reason to believe in the principle because it has survived rigorous or strict tests. These tests have established (proved) that the principle is accurate.

Note how the second clause supports the first, explaining why the physicists have had reason to be confident in the principle.

13. (A)(D) The actress had a knack or talent for getting people to do things for her and was delighted that her new friends were assiduous (diligent) in finding new ways to meet her needs.

Note that it is useful to focus first on the second blank as you answer this question. The key phrase here is "to her delight." The actress would have no particular cause for delight if her new friends proved dilatory (early; slow) or stoical (impassive; unemotional) in finding new ways to meet her needs.
14. (B) The presence of inconsistencies (discrepancies; contradictions) in someone's story would warrant (justify) some incredulity (disbelief) on anyone's part. Even someone who was not a skeptic (person who maintains a doubting attitude) would be justified in doubting such a tale.

15. (D) The author takes the reader through Wegener's reasoning step by step, describing what led Wegener to reach his conclusions.

16. (A) Since the existence of the correspondent between the various coastal contours was used by Wegener as a basis for formulating his theory of continental drift, it can be inferred that the correspondences provide evidence for the theory.

Choice B is incorrect. The passage does not indicate that Pangaea's existence has been proved.

Choice C is incorrect. It is the relative heaviness of sima, not the level or depth of sima, that suggested the possibility of the lighter continents drifting.

Choice D is incorrect. Mobility rather than immobility would provide evidence for continental drift.

Choice E is incorrect. The continents are lighter than the underlying sima.

17. (D) Choice D is answerable on the basis of the passage. The next-to-the-last sentence of the second paragraph states that the Americas "apparently drifted toward the west."

18. (D) Houston believed that the battle had to begin at the graduate level "to mitigate fear" (relieve apprehension) of race-mixing and miscegenation that might otherwise have caused the judges to rule against the NAACP-sponsored complaints.

19. (B) The separate-but-equal doctrine established by Plessy v. Ferguson allows the existence of racially segregated schools.

20. (A) In assessing the possible effects on judges of race-mixing in the lower grades, Houston was psychologically savvy, shrewd in seeing potential dangers and in figuring strategies to avoid those dangers.

Section 5—Quantitative Ability

Two asterisks (***) indicate an alternative method of solving.

1. (A) Quantity A is positive and Quantity B is negative. So, Quantity A is greater.

2. (C)

Quantity A: Since \((a^2)(a^3) = (a^{15})\), and since \(a > 0\), \(a^{15} = a^5\).

Quantity B: \((a^2)(a^3) = a^{2+3} = a^5\).

The quantities are equal.

3. (B) Assume that the price of a small pizza is $10; then the price of a large pizza is $10 + 0.30($10) = $10 + $3 = $13.

On sale at 30% off, a large pizza costs 30% less than $13.

\($13 - 0.30($13) = $13 - $3.90 = $9.10\)

So, Quantity B is $10 and Quantity A is $9.10.

4. (A) There is not enough information provided to determine the values of \(a, b, c, d, e, f\), and \(g\) but they are irrelevant. Since the sum of the measures of the seven angles is 360°, their average is \(360° / 7 = 51.4°\). Quantity A is greater.

5. (A) If \(x\) represents Katie's age now, then in 9 years she will be \(x + 9\), and so \(x + 9 = 4x\). Therefore, \(9 = 3x\), and \(x = 3\). So, Katie is now 3 and will be 8 times as old as she is now when she is 24, which will happen in 21 years.

Quantity A is greater.

6. (B)

Quantity A: If \(h\) is the height of equilateral triangle \(ABC\), then by the Pythagorean theorem \(3^2 + b^2 = 6^2 \Rightarrow b^2 = 27 \Rightarrow b = 3\sqrt{3}\). So the area of triangle \(ABC\) is \(A = \frac{1}{2}bb = \frac{1}{2}(6)(3\sqrt{3}) = 9\sqrt{3} = 15.59\).

Quantity A is \(15.59\).

7. (A) The simplest solution is to notice that if \(a\) is chosen first, of the remaining three slips, two of them have \(-1\) on them and one of them has \(1\) on it. So there are 2 chances in 3 that the second number will be \(-1\) and the product will be \(-1\). Similarly, if \(-1\) is chosen first, there are 2 chances in 3 that the second number will be \(1\) and, again, the product will be \(-1\).

Quantity A is \(\frac{2}{3}\) and Quantity B is \(\frac{1}{3}\).

8. (D) Since 8% of 100 is 8, John saved $8, and thus paid $92 for the DVD player. He then had to pay 8% sales tax on the $92:

\(0.08 \times 92 = 7.36\), so the total cost was \(92 + 7.36 = 99.36\).
9. (A) 

A cube has 12 edges. (In the diagram, each shaded square base has 4 edges, and there are 4 edges connecting the two bases.) So, we have that

\[ 12x = 3 \Rightarrow x = \frac{1}{4} \]

Therefore, \( V = e^3 = \left( \frac{1}{4} \right)^3 = \frac{1}{64} \) cubic feet.

10. (C) How many pages did Mary read in 30 minutes? Since Mary started on page 10, she read the first 24 pages, except pages 1–9. She read 24 – 9 = 15 pages. So she read at the rate of 15 pages every 30 minutes, or 1 page every 2 minutes. Similarly, if Mary reads pages 25 through 50, she will read 50 – 24 = 26 pages. At the rate of 1 page every 2 minutes it will take her 52 minutes to read 26 pages.

11. (D) If \((m - 5)(m - 45)\) is positive, either both factors are positive or both factors are negative. If \((m - 5)\) is negative, \(m\) must be less than 5, so \(m\) could be 1, 2, 3, or 4 (4 values). For \((m - 45)\) to be positive, \(m\) must be greater than 45, so \(m\) could be 46, 47, …, 100 (55 values). The answer is 59.

12. (A) Since the diameters of the two mosaics are 30 and 20, the radii are 15 and 10, respectively. So the area of the larger mosaic is \(\pi(15)^2 = 225\pi\), whereas the area of the smaller mosaic is \(\pi(10)^2 = 100\pi\). So the area of the larger mosaic is 2.25 times the area of the smaller mosaic, and hence will require 2.25 times as many tiles.

13. (B)(C)(D) Let \(S\) = the number of students at Central High School that year.

If 70% of the students attended the rally, then 0.70\(S\) = 1,435, and so 1,435 + 0.70 = 2,050.

If 85% of the students attended the rally, then 0.85\(S\) = 1,435, and so 1,435 + 0.85 = 1,688.

So, \(S\) must satisfy the inequality 1,688 < \(S\) < 2,050.

14. 800,000 From the top graph, we see that in 1975, 54% (35% + 19%) of all college students were male, and the other 46% were female. So there were 5,400,000 males and 4,600,000 females — a difference of 800,000.

15. (B) In 1975, of every 100 college students, 46 were female — 32 of whom were less than 25 years old, and 14 of whom were 25 years old and over. So, 14 of every 46 female students were at least 25 years old. Finally, \(\frac{14}{46} = 0.30 = 30\%\).

16. (C) From the two graphs, we see that in 1975 54% (35% + 19%) of all college students were male, whereas in 1995 the corresponding figure was 45% (28% + 17%). For simplicity, assume that there were 100 college students in 1975, 54 of whom were male. Then in 1995, there were 140 college students, 63 of whom were male (45% of 140 = 63). So the ratio of the number of male students in 1995 to the number of male students in 1975 is 63/54 = 7/6.

17. 66 Let \(x\) represent the number of envelopes Eric can address in 99 minutes and set up a proportion:

\[
\frac{40 \text{ envelopes}}{1 \text{ hour}} = \frac{60 \text{ minutes}}{2 \text{ hours}} = \frac{99 \text{ minutes}}{x \text{ envelopes}}
\]

\[2 \times 99 = 3x \Rightarrow 198 = 3x \Rightarrow x = 66\]

18. (A)(C)(D)(E) Start with the least expensive option: 2 regular slices and 2 small sodas.

- This option costs $5.00. (A is true.)
- Changing anything would add at least 50 cents to the cost so $5.25 is not possible. (B is false.)
- Increasing two items by 50 cents each — say, buying 2 medium sodas instead of 2 small sodas — brings the cost to $6.00. (C is true.)
- Now replacing a medium soda with a large soda adds 25 cents, so $6.25 is also possible. (D is true.)
- 2 pepperoni slices and 2 medium sodas cost $7.00. (E is true.)
- Replacing one of those medium sodas with a large soda adds 25 cents, so $7.25 is possible, too. (F is true.)

19. (B) Since a normal distribution is symmetric about the mean, and since in a normal distribution 68% of the scores are within one standard deviation of the mean, 34% are within one standard deviation below the mean and 34% are within one standard deviation above the mean. The other 32% are more than one standard deviation from the mean, 16% are more than one standard deviation below the mean, and 16% are more than one standard deviation above the mean.

So 16% score below 400, 34% between 400 and 500, 34% between 500 and 600, and 16% above 600. Set up a proportion:

\[
\text{number of students} = \frac{10,200}{34} x = 16 \times 10,200 = \frac{34}{16} = 4,800.
\]

20. (D) \[
\frac{1}{x} + \frac{1}{y} = \frac{5}{xy} \Rightarrow \frac{x+y}{xy} = \frac{10}{20} = \frac{1}{2}.
\]
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SYSTEM REQUIREMENTS
(Flash Player 10.2 is recommended)

<table>
<thead>
<tr>
<th>Microsoft® Windows®</th>
<th>MAC OS X</th>
<th>Linux® and Solaris™</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor: Intel Pentium 4 2.33GHz, Athlon 64 2800+ or faster processor (or equivalent).</td>
<td>Processor: Intel Core™ Duo 1.33GHz or faster processor, Memory: 256MB of RAM.</td>
<td>Processor: Intel Pentium 4 2.33GHz, AMD Athlon 64 2800+ or faster processor (or equivalent).</td>
</tr>
<tr>
<td>Memory: 128MB of RAM.</td>
<td>Graphics Memory: 128MB.</td>
<td>Memory: 512MB of RAM.</td>
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<td>Graphics Memory: 128MB.</td>
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