

SECTION II

Time—35 minutes

27 Questions

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

- For some years before the outbreak of World War I, a number of painters in different European countries developed works of art that some have described as prophetic: paintings that by challenging
- (5) viewers' habitual ways of perceiving the world of the present are thus said to anticipate a future world that would be very different. The artistic styles that they brought into being varied widely, but all these styles had in common a very important break with traditions
- (10) of representational art that stretched back to the Renaissance.

- So fundamental is this break with tradition that it is not surprising to discover that these artist—among them Picasso and Braque in France, Kandinsky in
- (15) Germany, and Malevich in Russia—are often credited with having anticipated not just subsequent developments in the arts, but also the political and social disruptions and upheavals of the modern world that came into being during and after the war. One art
- (20) critic even goes so far as to claim that it is the very prophetic power of these artworks, and not their break with traditional artistic techniques, that constitutes their chief interest and value.

- No one will deny that an artist may, just as much as
- (25) a writer or a politician, speculate about the future and then try to express a vision of that future through making use of a particular style or choice of imagery; speculation about the possibility of war in Europe was certainly widespread during the early years of the
- (30) twentieth century. But the forward-looking quality attributed to these artists should instead be credited to their exceptional aesthetic innovations rather than to any power to make clever guesses about political or social trends. For example, the clear impression we get
- (35) of Picasso and Braque, the joint founders of cubism, from their contemporaries as well as from later statements made by the artists themselves, is that they were primarily concerned with problems of representation and form and with efforts to create a far
- (40) more “real” reality than the one that was accessible only to the eye. The reformation of society was of no interest to them as artists.

- It is also important to remember that not all decisive changes in art are quickly followed by
- (45) dramatic events in the world outside art. The case of Delacroix, the nineteenth-century French painter, is revealing. His stylistic innovations startled his contemporaries—and still retain that power over modern viewers—but most art historians have decided
- (50) that Delacroix adjusted himself to new social

conditions that were already coming into being as a result of political upheavals that had occurred in 1830, as opposed to other artists who supposedly told of changes still to come.

1. Which one of the following most accurately states the main idea of the passage?
- (A) Although they flourished independently, the pre-World War I European painters who developed new ways of looking at the world shared a common desire to break with the traditions of representational art.
- (B) The work of the pre-World War I European painters who developed new ways of looking at the world cannot be said to have intentionally predicted social changes but only to have anticipated new directions in artistic perception and expression.
- (C) The work of the pre-World War I European painters who developed new ways of looking at the world was important for its ability to predict social changes and its anticipation of new directions in artistic expression.
- (D) Art critics who believe that the work of some pre-World War I European painters foretold imminent social changes are mistaken because art is incapable of expressing a vision of the future.
- (E) Art critics who believe that the work of some pre-World War I European painters foretold imminent social changes are mistaken because the social upheavals that followed World War I were impossible to predict.

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2. The art critic mentioned in lines 19–20 would be most likely to agree with which one of the following statements?
- (A) The supposed innovations of Picasso, Braque, Kandinsky, and Malevich were based on stylistic discoveries that had been made in the Renaissance but went unexplored for centuries.
 - (B) The work of Picasso, Braque, Kandinsky, and Malevich possessed prophetic power because these artists employed the traditional techniques of representational art with unusual skill.
 - (C) The importance of the work of Picasso, Braque, Kandinsky, and Malevich is due largely to the fact that the work was stylistically ahead of its time.
 - (D) The prophecies embodied in the work of Picasso, Braque, Kandinsky, and Malevich were shrewd predictions based on insights into the European political situation.
 - (E) The artistic styles brought into being by Picasso, Braque, Kandinsky, and Malevich, while stylistically innovative, were of little significance to the history of post-World War I art.
3. According to the passage, the statements of Picasso and Braque indicate that
- (A) they had a long-standing interest in politics
 - (B) they worked actively to bring about social change
 - (C) their formal innovations were actually the result of chance
 - (D) their work was a deliberate attempt to transcend visual reality
 - (E) the formal aspects of their work were of little interest to them
4. The author presents the example of Delacroix in order to illustrate which one of the following claims?
- (A) Social or political changes usually lead to important artistic innovations.
 - (B) Artistic innovations do not necessarily anticipate social or political upheavals.
 - (C) Some European painters have used art to predict social or political changes.
 - (D) Important stylistic innovations are best achieved by abandoning past traditions.
 - (E) Innovative artists can adapt themselves to social or political changes.

5. Which one of the following most accurately describes the contents of the passage?
- (A) The author describes an artistic phenomenon; introduces one interpretation of this phenomenon; proposes an alternative interpretation and then supports this alternative by criticizing the original interpretation.
 - (B) The author describes an artistic phenomenon; identifies the causes of that phenomenon; illustrates some of the consequences of the phenomenon and then speculates about the significance of these consequences.
 - (C) The author describes an artistic phenomenon; articulates the traditional interpretation of this phenomenon; identifies two common criticisms of this view and then dismisses each of these criticisms by appeal to an example.
 - (D) The author describes an artistic phenomenon; presents two competing interpretations of the phenomenon; dismisses both interpretations by appeal to an example and then introduces an alternative interpretation.
 - (E) The author describes an artistic phenomenon; identifies the causes of the phenomenon; presents an argument for the importance of the phenomenon and then advocates an attempt to recreate the phenomenon.
6. According to the author, the work of the pre-World War I painters described in the passage contains an example of each of the following EXCEPT:
- (A) an interest in issues of representation and form
 - (B) a stylistic break with traditional art
 - (C) the introduction of new artistic techniques
 - (D) the ability to anticipate later artists
 - (E) the power to predict social changes
7. Which one of the following characteristics of the painters discussed in the second paragraph does the author of the passage appear to value most highly?
- (A) their insights into pre-World War I politics
 - (B) the visionary nature of their social views
 - (C) their mastery of the techniques of representational art
 - (D) their ability to adjust to changing social conditions
 - (E) their stylistic and aesthetic accomplishments

- 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
- (5) 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
- (10) and have taken action to prevent it, primarily through community self-teaching.

- Before any community can systemically and formally teach a traditional language to its younger members, it must first document the language's
- (15) 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,
- (20) 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
- (25) 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
- (30) 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
- (35) 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,
- (40) 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
- (45) 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
- (50) 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.
- (55) 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
- (60) majority culture that make this preservation difficult.

8. Which one of the following most accurately states the main idea of the passage?
- (A) In the face of the pervasive influences of the majority culture, some tribes are having difficulty teaching their traditional languages to younger tribe members.
- (B) If tribes are to continue to hold on to their cultures in the face of majority culture influences, it is necessary for them to first teach their traditional languages to younger tribe members.
- (C) Responding to doubts about the value of preserving oral forms of culture, some tribes, using techniques of Western-style linguistics, have taught their traditional languages to younger tribe members.
- (D) Recognizing the value of their traditional languages, some tribes, despite the difficulties involved, have developed programs to teach their traditional languages to younger tribe members.
- (E) Sidestepping the inherent contradiction of preserving oral forms of culture in writing, some tribes are attempting, eschewing the influences of the majority culture, to teach their traditional languages to younger tribe members.
9. According to the passage, the first step in preparing to formally teach a traditional language is to
- (A) analyze and classify its linguistic structures
- (B) develop a hierarchy of its grammatical information
- (C) determine appropriate methods for its presentation
- (D) search for written equivalents for each of its sounds
- (E) decide whether its syntax and spelling will be standardized
10. Based on the passage, those who hold the view described in lines 51–54 would be most likely to agree with which one of the following statements?
- (A) Even if left exclusively in oral form, traditional languages are likely to survive.
- (B) There has been a decline in communication among tribal members in general.
- (C) Some oral customs do not need to be preserved orally.
- (D) External influences have little effect on tribal customs.
- (E) Tribes must focus on establishing a written tradition.

11. Which one of the following scenarios is LEAST compatible with aspects of traditional-language preservation discussed in the passage?
- (A) A community decides that the best way to maintain its traditional language is to rejuvenate its oral culture.
 - (B) A community arranges the grammatical structures of its traditional language sequentially according to the degree of their complexity.
 - (C) A community agrees to incorporate words from the majority culture in its traditional language to make it easier to teach.
 - (D) A community determines the most appropriate methods for presenting its traditional language to students.
 - (E) A community deliberates about which dialect of its traditional language should be taught to students.
12. Which one of the following most accurately describes the organization of the passage?
- (A) A problem is identified, followed by a list of obstacles to its solution; examples of the obstacles are discussed; a solution is proposed; methods of implementing the solution are described; an alternative to the solution is introduced and endorsed.
 - (B) A problem is identified, followed by solutions to the problem; methods of implementing the solutions are discussed; obstacles to implementing the solutions are described; an alternative method of implementing one of the solutions is proposed.
 - (C) A problem is identified, followed by a solution to the problem; a method of implementing the solution is discussed; obstacles to implementing the solution are described; a challenge to the solution is introduced and countered.
 - (D) A problem is identified, followed by examples of the problem; a solution is proposed; a method for implementing the solution is described; examples of successful implementation are discussed; the solution is applied to other similar problems.
 - (E) A problem is identified, followed by a proposal for solving the problem; benefits and drawbacks of the proposal are discussed; examples of the benefits and drawbacks are described; a challenge to the proposal is introduced and the proposal is rejected.

13. Based on the passage, the group of Northern Utes mentioned in lines 38–42 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.
14. Which one of the following most accurately describes the author's attitude toward the goal of having a written language exactly match its oral equivalent?
- (A) conviction that an exact match is all but impossible to achieve
 - (B) doubt that an exact match is worthy of consideration even in principle
 - (C) faith that an exact match is attainable if certain obstacles are eliminated
 - (D) confidence that an exact match can easily be accomplished in most languages
 - (E) suspicion that the motives behind the attempts to achieve the goal are not entirely benevolent
15. Based on the passage, which one of the following appears to be a principle guiding the actions of those attempting to preserve their traditional languages?
- (A) In writing down an oral language, one should always be concerned primarily with the degree of correspondence between spoken sounds and written symbols.
 - (B) In deciding whether and how to standardize and teach a primarily oral language, one should always keep the needs of the community and the culture foremost.
 - (C) In determining whether to preserve a language orally or preserve it in writing, one should always strive to ignore the influences of the majority culture and focus on which method is most effective.
 - (D) In considering how to present the grammar of a primarily oral language to students, one should always employ a sequence that tackles more difficult concepts first.
 - (E) In adjudicating among variant spellings of words from different language traditions, one should always favor the spelling preferred by the majority of the community.

- Scientists have long known that the soft surface of the bill of the platypus is perforated with openings that contain sensitive nerve endings. Only recently, however, have biologists concluded on the basis of new
- (5) evidence that the animal uses its bill to locate its prey while underwater, a conclusion suggested by the fact that the animal's eyes, ears, and nostrils are sealed when it is submerged. The new evidence comes from neurophysiological studies, which have recently
- (10) revealed that within the pores on the bill there are two kinds of sensory receptors: mechanoreceptors, which are tiny pushrods that respond to tactile pressure, and electroreceptors, which respond to weak electrical fields. Having discovered that tactile stimulation of the
- (15) pushrods sends nerve impulses to the brain, where they evoke an electric potential over an area of the neocortex much larger than the one stimulated by input from the limbs, eyes, and ears, Bohringer concluded that the bill must be the primary sensory organ for the
- (20) platypus. Her finding was supported by studies showing that the bill is extraordinarily sensitive to tactile stimulation: stimulation with a fine glass stylus sent a signal by way of the fifth cranial nerve to the neocortex and from there to the motor cortex.
- (25) Presumably nerve impulses from the motor cortex then induced a snapping movement of the bill. But Bohringer's investigations did not explain how the animal locates its prey at a distance.

- Scheich's neurophysiological studies contribute to
- (30) solving this mystery. His initial work showed that when a platypus feeds, it swims along steadily wagging its bill from side to side until prey is encountered. It thereupon switches to searching behavior, characterized by erratic movements of the
- (35) bill over a small area at the bottom of a body of water, which is followed by homing in on the object and seizing it. In order to determine how the animal senses prey and then distinguishes it from other objects on the bottom, Scheich hypothesized that a sensory system
- (40) based on electroreception similar to that found in sharks might exist in the platypus. In further experiments he found he could trigger the switch from patrolling to searching behavior in the platypus by creating a dipole electric field in the water with the aid
- (45) of a small 1.5-volt battery. The platypus, sensitive to the weak electric current that was created, rapidly oriented toward the battery at a distance of 10 centimeters and sometimes as much as 30 centimeters. Once the battery was detected, the
- (50) platypus would inevitably attack it as if it were food. Scheich then discovered that the tail flicks of freshwater shrimp, a common prey of the platypus, also produce weak electric fields and elicit an identical response. Scheich and his colleagues believe that it is
- (55) reasonable to assume that all the invertebrates on which the platypus feeds must produce electric fields.

16. The primary purpose of the passage is to
- (A) explain how the platypus locates prey at a distance
- (B) present some recent scientific research on the function of the platypus's bill
- (C) assess the results of Bohringer's experimental work about the platypus
- (D) present Scheich's contributions to scientific work about the platypus
- (E) describe two different kinds of pores on the platypus's bill
17. Which one of the following statements best expresses the main idea of the passage?
- (A) Neurophysiological studies have established that the bill of the platypus is one of its primary sensory organs.
- (B) Neurophysiological studies have established that the platypus uses its bill to locate its prey underwater.
- (C) Bohringer's neurophysiological studies have established that sensory receptors in the bill of the platypus respond to electrical stimulation.
- (D) Biologists have concluded that the surface of the bill of the platypus is perforated with openings that contain sensitive nerve endings.
- (E) Biologists have concluded that the hunting platypus responds to weak electric fields emitted by freshwater invertebrates.

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18. During the studies supporting Bohringer's finding, as they are described in the passage, which one of the following occurred before a nerve impulse reached the motor cortex of the platypus?
- (A) The electroreceptors sent the nerve impulse to the fifth cranial nerve.
 - (B) The neocortex induced a snapping movement of the bill.
 - (C) The mechanoreceptors sent the nerve impulse via the fifth cranial nerve to the electroreceptors.
 - (D) The platypus opened the pores on its bill.
 - (E) The fifth cranial nerve carried the nerve impulse to the neocortex.
19. Which one of the following strategies is most similar to Scheich's experimental strategy as it is described in the passage?
- (A) To determine the mating habits of birds, a biologist places decoys near the birds' nests that resemble the birds and emit bird calls.
 - (B) To determine whether certain animals find their way by listening for echoes to their cries, a biologist plays a tape of the animals' cries in their vicinity.
 - (C) To determine whether an animal uses heat sensitivity to detect prey, a biologist places a heat-generating object near the animal's home.
 - (D) A fisherman catches fish by dangling in the water rubber replicas of the fishes' prey that have been scented with fish oil.
 - (E) A game warden captures an animal by baiting a cage with a piece of meat that the animal will want to eat.

20. It can be inferred from the passage that during patrolling behavior, the platypus is attempting to
- (A) capture prey that it has detected
 - (B) distinguish one kind of prey from another
 - (C) detect electric fields produced by potential prey
 - (D) stimulate its mechanoreceptors
 - (E) pick up the scent of its prey
21. Which one of the following best describes the organization of the passage?
- (A) A hypothesis is presented and defended with supporting examples.
 - (B) A conclusion is presented and the information supporting it is provided.
 - (C) A thesis is presented and defended with an argument.
 - (D) Opposing views are presented, discussed, and then reconciled.
 - (E) A theory is proposed, considered, and then amended.

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Until about 1970, anyone who wanted to write a comprehensive history of medieval English law as it actually affected women would have found a dearth of published books or articles concerned with specific

- (5) legal topics relating to women and derived from extensive research in actual court records. This is a serious deficiency, since court records are of vital importance in discovering how the law actually affected women, as opposed to how the law was
- (10) intended to affect them or thought to affect them. These latter questions can be answered by consulting such sources as treatises, commentaries, and statutes; such texts were what most scholars of the nineteenth and early twentieth centuries concentrated on whenever
- (15) they did write about medieval law. But these sources are of little help in determining, for example, how often women's special statutory privileges were thwarted by intimidation or harassment, or how often women managed to evade special statutory limitations. And,
- (20) quite apart from provisions designed to apply only, or especially, to women, they cannot tell us how general law affected the female half of the population—how women defendants and plaintiffs were treated in the courts in practice when they tried to exercise the rights
- (25) they shared with men. Only quantitative studies of large numbers of cases would allow even a guess at the answers to these questions, and this scholarly work has been attempted by few.

One can easily imagine why. Most medieval

- (30) English court records are written in Latin or Anglo-Norman French and have never been published. The sheer volume of material to be sifted is daunting: there are over 27,500 parchment pages in the common plea rolls of the thirteenth century alone, every page nearly
- (35) three feet long, and written often front and back in highly stylized court hand. But the difficulty of the sources, while it might appear to explain why the relevant scholarship has not been undertaken, seems actually to have deterred few: the fact is that few
- (40) historians have wanted to write anything approaching women's legal history in the first place. Most modern legal historians who have written on one aspect or another of special laws pertaining to women have begun with an interest in a legal idea or event or
- (45) institution, not with a concern for how it affected women. Very few legal historians have started with an interest in women's history that they might have elected to pursue through various areas of general law. And the result of all this is that the current state of our
- (50) scholarly knowledge relating to law and the medieval Englishwoman is still fragmentary at best, though the situation is slowly improving.

- 22. It can be inferred from the passage that the author believes which one of the following to be true of the sources consulted by nineteenth-century historians of medieval law?
 - (A) They are adequate to the research needs of a modern legal historian wishing to investigate medieval law.
 - (B) They are to be preferred to medieval legal sources, which are cumbersome and difficult to use.
 - (C) They lack fundamental relevance to the history of modern legal institutions and ideas.
 - (D) They provide relatively little information relevant to the issues with which writers of women's legal history ought most to concern themselves.
 - (E) They are valuable primarily because of the answers they can provide to some of the questions that have most interested writers of women's legal history.
- 23. Which one of the following best describes the organization of the first paragraph of the passage?
 - (A) The preparations necessary for the production of a particular kind of study are discussed, and reasons are given for why such preparations have not been undertaken until recently.
 - (B) A problem is described, a taxonomy of various kinds of questions relevant to its solution is proposed, and an evaluation regarding which of those questions would be most useful to answer is made.
 - (C) An example suggesting the nature of present conditions in a discipline is given, past conditions in that discipline are described, and a prediction is made regarding the future of the discipline.
 - (D) A deficiency is described, the specific nature of the deficiency is discussed, and a particular kind of remedy is asserted to be the sole possible means of correcting that deficiency.
 - (E) The resources necessary to the carrying out of a task are described, the inherent limitations of those resources are suggested by means of a list of questions, and a suggestion is made for overcoming these limitations.

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24. According to the passage, quantitative studies of the kind referred to in line 25 can aid in determining
- (A) what were the stated intentions of those who wrote medieval statutes
 - (B) what were the unconscious or hidden motives of medieval lawmakers with regard to women
 - (C) what was the impact of medieval legal thought concerning women on the development of important modern legal ideas and institutions
 - (D) how medieval women's lives were really affected by medieval laws
 - (E) how best to categorize the masses of medieval documents relating to women
25. According to the passage, the sources consulted by legal scholars of the nineteenth and early twentieth centuries provided adequate information concerning which one of the following topics?
- (A) the intent of medieval English laws regarding women and the opinions of commentators concerning how those laws affected women
 - (B) the overall effectiveness of English law in the medieval period and some aspects of the special statutes that applied to women only
 - (C) the degree of probability that a women defendant or plaintiff would win a legal case in medieval England
 - (D) the degree to which the male relatives of medieval Englishwomen could succeed in preventing those women from exercising their legal rights
 - (E) which of the legal rights theoretically shared by men and women were, in practice, guaranteed only to men
26. As used in lines 37–38, the phrase “the relevant scholarship” can best be understood as referring to which one of the following kinds of scholarly work?
- (A) linguistic studies of Anglo-Norman French and Latin undertaken in order to prepare for further study of medieval legal history
 - (B) the editing and publication of medieval court records undertaken in order to facilitate the work of legal and other historians
 - (C) quantitative studies of large numbers of medieval court cases undertaken in order to discover the actual effects of law on medieval women's lives
 - (D) comparative studies of medieval statutes, treatises, and commentaries undertaken in order to discover the views and intentions of medieval legislators
 - (E) reviews of the existing scholarly literature concerning women and medieval law undertaken as groundwork for the writing of a comprehensive history of medieval law as it applied to women
27. It can be inferred from the passage that, in the author's view, which one of the following factors is most responsible for the current deficiencies in our knowledge of women's legal history?
- (A) most modern legal historians' relative lack of interest in pursuing the subject
 - (B) the linguistic and practical difficulties inherent in pursuing research relevant to such knowledge
 - (C) a tendency on the part of most modern legal historians to rely too heavily on sources such as commentaries and treatises
 - (D) the mistaken view that the field of women's legal history should be defined as the study of laws that apply only, or especially, to women
 - (E) the relative scarcity of studies providing a comprehensive overview of women's legal history

S T O P

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