

## Passage 4

The beaver is North America's largest rodent. As such, it is a close relative of two creatures that are not held in particularly high regard by most connoisseurs of wildlife, the porcupine and the rat. Even so, the beaver has several qualities that endear it to people: it is monogamous and lives in a family unit; it is gentle and clean; it is absolutely industrious.

The beaver's legendary capacity for hard work has produced some astonishing results. In British Columbia, for example, one ambitious creature felled a cottonwood tree that was 11.1 feet tall and more than five feet thick. In New Hampshire, beavers constructed a dam that was three fourths of a mile long and the body of water it created contained no fewer than 40 lodges. In Colorado, beavers were responsible for the appearance of a canal that was a yard deep and ran for 7511 feet. Each adult beaver in Massachusetts, according to one researcher's calculations, cuts down more than a ton of wood every year.

Beavers appear to lead exemplary lives. But the beaver's penchant for building dams, lodges, and canals has got it into a lot of hot water lately. People who fish in the Midwest and New England are complaining about beaver dams that spoil streams for trout and, in the Southeast, loggers object whenever the animals flood out valuable stands of commercial timber. But some beaver experts champion a more charitable view. Historically, they say, this creature's impact on the environment has been tremendously significant, and its potential as a practical conservation resource is receiving more and more attention.

1. What does the passage mainly discuss?
  - (A) Characteristics and habits of the beaver
  - (B) Forest animals as conservation resources
  - (C) Rodents of North America
  - (D) The beaver's role in building canals
2. In the first paragraph, the author implies that the porcupine and the rat are
  - (A) gentle and clean
  - (B) not found in North America
  - (C) disliked by connoisseurs of wildlife
  - (D) monogamous and live in a family unit
3. According to the passage, a beaver in British Columbia was responsible for
  - (A) cutting down a ton of wood
  - (B) constructing a 750-foot canal
  - (C) building a dam almost a mile long
  - (D) felling a 110-foot cottonwood tree
4. In line 9, to what does the word "it" refer?
  - (A) A dam
  - (B) New Hampshire
  - (C) A cottonwood tree
  - (D) Colorado
5. According to the passage, beavers have been the subject of complaints because they
  - (A) contribute to soil erosion by cutting down so many trees
  - (B) build dams that ruin popular fishing areas
  - (C) attack people who trespass on beaver territory
  - (D) destroy log cabins by gnawing on the wood
6. The paragraph following the passage most probably discusses
  - (A) examples of destructive forest-dwelling rodents
  - (B) favorite trout streams in New England
  - (C) reasons for the beaver's popularity among loggers
  - (D) ways in which the beaver acts as a conservation resource

## Passage 5

To produce the upheaval in the United States that changed and modernized the domain of higher education from the mid 1860's to the mid-1880's, three primary causes interacted. The emergence of a half dozen leaders in education provided the personal force that was needed. Moreover, an outcry for a fresher, more practical, and more advanced kind of instruction arose among the alumni and friends of nearly all of the old colleges and grew into a movement that overrode all conservative opposition. The aggressive Young Yale movement appeared, demanding partial alumni control, a more liberal spirit, and a broader course of study. The graduates of Harvard College simultaneously rallied to relieve the college's poverty and demand new enterprise. Education was pushing toward higher standards in the East by throwing off church leadership everywhere, and in the West by finding a wider range of studies and a new sense of public duty.

The old-style classical education received its most crushing blow in the citadel of Harvard College, where Dr. Charles Eliot, a young captain of thirty - five, son of a former treasurer of Harvard, led the progressive forces. Five revolutionary advances were made during the first years of Dr. Eliot's administration. They were the elevation and amplification of entrance requirements, the enlargement of the curriculum and the development of the elective system, the recognition of graduate study in the liberal arts, the raising of professional training in law, medicine, and engineering to a postgraduate level, and the fostering of greater maturity in student life. Standards of admission were sharply advanced in 1872-1873 and 1876-1877. By the appointment of a dean to take charge of student affairs, and a wise handling of discipline, the undergraduates were led to regard themselves more as young gentlemen and less as young animals. One new course of study after another was opened up—science, music, the history of the fine arts, advanced Spanish, political economy, physics, classical philology, and international law.

1. Which of the following is the author's main purpose in the passage?  
(A) To explain the history of Harvard College  
(B) To criticize the conditions of United States universities in the nineteenth century  
(C) To describe innovations in United States higher education in the latter 1800's  
(D) To compare Harvard with Yale before the turn of the century
2. According to the passage, the changes in higher education during the latter 1800' s were the result of  
(A) plans developed by conservatives and church leaders.  
(B) efforts of interested individuals to redefine the educational system  
(C) the demands of social organizations seeking financial relief  
(D) rallies held by westerners wanting to compete with eastern schools
3. According to the passage, Harvard College was in need of more  
(A) students                      (B) money                      (C) land                      (D) clergy
4. According to the passage, which of the following can be inferred about Harvard College before progressive changes occurred?  
(A) Admission standards were lower.                      (B) Students were younger.  
(C) Classes ended earlier.                      (D) Courses were more practical.
5. From the passage it can be concluded that which of the following was a characteristic of the classical course of study?  
(A) Most students majored in education  
(B) Students were limited in their choice of courses  
(C) Students had to pass five levels of study  
(D) Courses were so difficult that most students failed