

TEST 4

SECTION I

Time—30 minutes

38 Questions

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Although adolescent maturational and developmental states occur in an orderly sequence, their timing ----- with regard to onset and duration.
(A) lasts (B) varies (C) falters
(D) accelerates (E) dwindles
2. Many of the earliest colonial houses that are still standing have been so modified and enlarged that the ----- design is no longer -----.
(A) pertinent. .relevant
(B) intended. .necessary
(C) embellished. .attractive
(D) appropriate. .applicable
(E) initial. .discernible
3. While the delegate clearly sought to ----- the optimism that has emerged recently, she stopped short of suggesting that the conference was near collapse and might produce nothing of significance.
(A) substantiate (B) dampen (C) encourage
(D) elucidate (E) rekindle
4. The old man could not have been accused of ----- his affection; his conduct toward the child betrayed his ----- her.
(A) lavishing. .fondness for
(B) sparing. .tolerance of
(C) rationing. .antipathy for
(D) stinting. .adoration of
(E) promising. .dislike of
5. A leading chemist believes that many scientists have difficulty with stereochemistry because much of the relevant nomenclature is -----, in that it combines concepts that should be kept -----.
(A) obscure. .interrelated
(B) specialized. .intact
(C) subtle. .inviolable
(D) descriptive. .separate
(E) imprecise. .discrete
6. Among the many ----- of the project, expense cannot be numbered; the goals of the project's promoters can be achieved with impressive -----.
(A) highlights. .efficiency
(B) features. .savings
(C) disadvantages. .innovation
(D) claims. .speed
(E) defects. .economy
7. Though science is often imagined as a ----- exploration of external reality, scientists are no different from anyone else: they are ----- human beings enmeshed in a web of personal and social circumstances.
(A) fervent. .vulnerable
(B) neutral. .rational
(C) painstaking. .careless
(D) disinterested. .passionate
(E) cautious. .dynamic

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. DRAWBRIDGE : CASTLE :: (A) lawn : house
(B) gangway : ship (C) aisle : stage
(D) hallway : building (E) sidewalk : garage

9. INSULIN : PANCREAS :: (A) bile : liver
(B) menthol : eucalyptus (C) oxygen : heart
(D) honey : bee (E) vanilla : bean

10. TALON : EAGLE :: (A) fang : snake
(B) hoof : horse (C) quill : porcupine
(D) tusk : elephant (E) claw : panther

11. ARTICULATE : CLEARLY ::
(A) orate : strongly
(B) shout : loudly
(C) lecture : willfully
(D) malign : incoherently
(E) jest : belligerently

12. NUANCE : DISTINCTION ::
(A) remnant : preservation
(B) shade : spectrum
(C) hint : suggestion
(D) trace : existence
(E) splinter : disintegration

13. URBANE : GAUCHERIE ::
(A) confident : coterie
(B) calculating : imposture
(C) diffident : goodwill
(D) fearful : destruction
(E) guileless : chicanery

14. VOTING : ROLL CALL ::
(A) termination : cloture
(B) amendment : constitution
(C) majority : concession
(D) quorum : filibuster
(E) investigation : legislation

15. DEMUR : QUALMS ::
(A) placate : pique
(B) obligate : benevolence
(C) atrophy : rehabilitation
(D) manipulate : experience
(E) waver : irresoluteness

16. MISER : THRIFT ::
(A) performer : artistry
(B) chauvinist : patriotism
(C) mimic : ridicule
(D) politician : compromise
(E) scientist : discovery

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Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Of Homer's two epic poems, the *Odyssey* has always been more popular than the *Iliad*, perhaps because it includes more features of mythology that are accessible to readers. Its subject (to use Maynard Mack's categories) is "life-as-spectacle," for readers, diverted by its various incidents, observe its hero Odysseus primarily from without; the tragic *Iliad*, however, presents "life-as-experience": readers are asked to identify with the mind of Achilles, whose motivations render him a not particularly likable hero. In addition, the *Iliad*, more than the *Odyssey*, suggests the complexity of the gods' involvement in human actions, and to the extent that modern readers find this complexity a needless complication, the *Iliad* is less satisfying than the *Odyssey*, with its simpler scheme of divine justice. Finally, since the *Iliad* presents a historically verifiable action, Troy's siege, the poem raises historical questions that are absent from the *Odyssey*'s blithely imaginative world.

17. The author uses Mack's "categories" (lines 4-5) most probably in order to
- (A) argue that the *Iliad* should replace the *Odyssey* as the more popular poem
 - (B) indicate Mack's importance as a commentator on the *Iliad* and the *Odyssey*
 - (C) suggest one way in which the *Iliad* and the *Odyssey* can be distinguished
 - (D) point out some of the difficulties faced by readers of the *Iliad* and the *Odyssey*
 - (E) demonstrate that the *Iliad* and the *Odyssey* can best be distinguished by comparing their respective heroes
18. The author suggests that the variety of incidents in the *Odyssey* is likely to deter the reader from.
- (A) concentrating on the poem's mythological features
 - (B) concentrating on the psychological states of the poem's central character
 - (C) accepting the explanations that have been offered for the poem's popularity
 - (D) accepting the poem's scheme of divine justice
 - (E) accepting Maynard Mack's theory that the poem's subject is "life-as-spectacle"
19. The passage is primarily concerned with
- (A) distinguishing arguments
 - (B) applying classifications
 - (C) initiating a debate
 - (D) resolving a dispute
 - (E) developing a contrast
20. It can be inferred from the passage that a reader of the *Iliad* is likely to have trouble identifying with the poem's hero for which of the following reasons?
- (A) The hero is eventually revealed to be unheroic.
 - (B) The hero can be observed by the reader only from without.
 - (C) The hero's psychology is not historically verifiable.
 - (D) The hero's emotions often do not seem appealing to the reader.
 - (E) The hero's emotions are not sufficiently various to engage the reader's attention.

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- Flatfish, such as the flounder, are among the few vertebrates that lack approximate bilateral symmetry (symmetry in which structures to the left and right of the body's midline are mirror images). Most striking among the many asymmetries evident in an adult flatfish is eye placement: before maturity one eye migrates, so that in an adult flatfish both eyes are on the same side of the head. While in most species with asymmetries virtually all adults share the same asymmetry, members of the starry flounder species can be either left-eyed (both eyes on the left side of head) or right-eyed. In the waters between the United States and Japan, the starry flounder populations vary from about 50 percent left-eyed off the United States West Coast, through about 70 percent left-eyed halfway between the United States and Japan, to nearly 100 percent left-eyed off the Japanese coast.

- Biologists call this kind of gradual variation over a certain geographic range a "cline" and interpret clines as strong indications that the variation is adaptive, a response to environmental differences. For the starry flounder this interpretation implies that a geometric difference (between fish that are mirror images of one another) is adaptive, that left-eyedness in the Japanese starry flounder has been selected for, which provokes a perplexing question: what is the selective advantage in having both eyes on one side rather than on the other?

- The ease with which a fish can reverse the effect of the sidedness of its eye asymmetry simply by turning around has caused biologists to study internal anatomy, especially the optic nerves, for the answer. In all flatfish the optic nerves cross, so that the right optic nerve is joined to the brain's left side and vice versa. This crossing introduces an asymmetry, as one optic nerve must cross above or below the other. G. H. Parker reasoned that if, for example, a flatfish's left eye migrated when the right optic nerve was on top, there would be a twisting of nerves, which might be mechanically disadvantageous. For starry flounders, then, the left-eyed variety would be selected against, since in a starry flounder the left optic nerve is uppermost.

- The problem with the above explanation is that the Japanese starry flounder population is almost exclusively left-eyed, and natural selection never promotes a purely less advantageous variation. As other explanations proved equally untenable, biologists concluded that there is no important adaptive difference between left-eyedness and right-eyedness, and that the two characteristics are genetically associated with some other adaptively significant characteristic. This situation is one commonly encountered by evolutionary biologists, who must often decide whether a characteristic is adaptive or selectively neutral. As for the left-eyed and right-eyed flatfish, their difference, however striking, appears to be an evolutionary red herring.

21. According to the passage, starry flounder differ from most other species of flatfish in that starry flounder
- (A) are not basically bilaterally symmetric
 - (B) do not become asymmetric until adulthood
 - (C) do not all share the same asymmetry
 - (D) have both eyes on the same side of the head
 - (E) tend to cluster in only certain geographic regions
22. The author would be most likely to agree with which of the following statements about left-eyedness and right-eyedness in the starry flounder?
- I. They are adaptive variations by the starry flounder to environmental differences.
 - II. They do not seem to give obvious selective advantages to the starry flounder.
 - III. They occur in different proportions in different locations.
- (A) I only
 - (B) II only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III
23. According to the passage, a possible disadvantage associated with eye migration in flatfish is that the optic nerves can
- (A) adhere to one another
 - (B) detach from the eyes
 - (C) cross
 - (D) stretch
 - (E) twist

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24. Which of the following best describes the organization of the passage as a whole?
- (A) A phenomenon is described and an interpretation presented and rejected.
 - (B) A generalization is made and supporting evidence is supplied and weighed.
 - (C) A contradiction is noted and a resolution is suggested and then modified.
 - (D) A series of observations is presented and explained in terms of the dominant theory.
 - (E) A hypothesis is introduced and corroborated in the light of new evidence.
25. The passage supplies information for answering which of the following questions?
- (A) Why are Japanese starry flounder mostly left-eyed?
 - (B) Why should the eye-sidedness in starry flounder be considered selectively neutral?
 - (C) Why have biologists recently become interested in whether a characteristic is adaptive or selectively neutral?
 - (D) How do the eyes in flatfish migrate?
 - (E) How did Parker make his discoveries about the anatomy of optic nerves in flatfish?
26. Which of the following is most clearly similar to a cline as it is described in the second paragraph of the passage?
- (A) A vegetable market in which the various items are grouped according to place of origin
 - (B) A wheat field in which different varieties of wheat are planted to yield a crop that will bring the maximum profit
 - (C) A flower stall in which the various species of flowers are arranged according to their price
 - (D) A housing development in which the length of the front struts supporting the porch of each house increases as houses are built up the hill
 - (E) A national park in which the ranger stations are placed so as to be inconspicuous, and yet as easily accessible as possible
27. Which of the following phrases from the passage best expresses the author's conclusion about the meaning of the difference between left-eyed and right-eyed flatfish?
- (A) "Most striking" (line 4)
 - (B) "variation is adaptive" (line 19)
 - (C) "mechanically disadvantageous" (lines 37-38)
 - (D) "adaptively significant" (lines 48-49)
 - (E) "evolutionary red herring" (line 54)

GO ON TO THE NEXT PAGE.

Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. VAGUE: (A) expressive (B) felicitous
(C) well-defined (D) nearly perfect
(E) closely matched
29. FOCUS: (A) disappear (B) disperse
(C) link (D) activate (E) layer
30. PROLOGUE: (A) soliloquy (B) trilogy
(C) analogue (D) dialogue (E) epilogue
31. DISARM: (A) hold close (B) put on guard
(C) challenge (D) entertain (E) instruct
32. INFLATE: (A) converge (B) inhibit
(C) audit (D) minimize (E) detect
33. INDIGENOUS: (A) thoughtful (B) acquired
(C) redundant (D) unworthy (E) sterile
34. QUELL: (A) foment (B) divert
(C) confirm (D) convoke (E) delay
35. EGRESS:
(A) entrance
(B) decline
(C) wide variation
(D) inadequate amount
(E) lateral movement
36. PIED: (A) delicately formed
(B) precisely detailed (C) solid-colored
(D) smooth (E) luminous
37. GAINSAY:
(A) fail
(B) destroy
(C) speak in support of
(D) receive compensation for
(E) regard with disgust
38. COMPLAISANCE: (A) churlishness
(B) emptiness (C) difficulty (D) swiftness
(E) vibrancy

SECTION 4
Time — 30 minutes
38 Questions

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Social scientists have established fairly clear-cut ----- that describe the appropriate behavior of children and adults, but there seems to be ----- about what constitutes appropriate behavior for adolescents.
(A) functions. .rigidity
(B) estimates. .indirectness
(C) norms. .confusion
(D) regulations. .certainty
(E) studies. .misapprehension
2. As long as nations cannot themselves accumulate enough physical power to dominate all others, they must depend on -----.
(A) allies (B) resources (C) freedom
(D) education (E) self-determination
3. We realized that John was still young and impressionable, but were nevertheless surprised at his -----.
(A) naïveté (B) obstinateness (C) decisiveness
(D) ingeniousness (E) resolve
4. Although Mount Saint Helens has been more ----- during the last 4,500 years than any other volcano in the coterminous United States, its long dormancy before its recent eruption ----- its violent nature.
(A) awe-inspiring. .restrained
(B) gaseous. .confirmed
(C) explosive. .belied
(D) familiar. .moderated
(E) volatile. .suggested
5. Changes of fashion and public taste are often ----- and resistant to analysis, and yet they are among the most ----- gauges of the state of the public's collective consciousness.
(A) transparent. .useful
(B) ephemeral. .sensitive
(C) faddish. .underutilized
(D) arbitrary. .problematic
(E) permanent. .reliable
6. The poet W. H. Auden believed that the greatest poets of his age were almost necessarily irresponsible, that the possession of great gifts ----- the ----- to abuse them.
(A) negates. .temptation
(B) controls. .resolution
(C) engenders. .propensity
(D) tempers. .proclivity
(E) obviates. .inclination
7. The self-important cant of musicologists on record jackets often suggests that true appreciation of the music is an ----- process closed to the uninitiated listener, however enthusiastic.
(A) unreliable (B) arcane (C) arrogant
(D) elementary (E) intuitive

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. FORGERY : COUNTERFEIT ::
(A) duplicity : testimony
(B) arson : insurance
(C) embezzlement : fraud
(D) theft : punishment
(E) murder : life
9. NICOTINE : TOBACCO ::
(A) calcium : bone (B) iodine : salt
(C) protein : meat (D) pulp : fruit
(E) caffeine : coffee
10. CANDLE : WAX ::
(A) metal : corrosion
(B) leather : vinyl
(C) curtain : pleat
(D) tire : rubber
(E) wood : ash
11. BIT : DRILL ::
(A) nut : bolt (B) nail : hammer
(C) blade : razor (D) stapler : paper
(E) chisel : stone
12. MISJUDGE : ASSESS ::
(A) misconstrue : interpret
(B) misconduct : rehearse
(C) misinform : design
(D) misguide : duplicate
(E) misperceive : explain
13. COMPLIANT : SERVILE ::
(A) trusting : gullible
(B) cringing : fawning
(C) pleasant : effortless
(D) adventurous : courageous
(E) arduous : futile
14. ASTRINGENT : CONTRACTION ::
(A) anesthetic : insensibility
(B) analgesic : pain
(C) coagulant : euphoria
(D) stimulant : drowsiness
(E) emollient : irritation
15. NOMINAL : FIGUREHEAD ::
(A) absolute : autocrat
(B) cloistered : bishop
(C) military : tribunal
(D) statutory : defendant
(E) monolithic : legislature
16. PHILOSOPHER : COGITATE ::
(A) linguist : prevaricate
(B) politician : capitulate
(C) scholar : extemporize
(D) misanthrope : repeat
(E) iconoclast : attack

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Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

If a supernova (the explosion of a massive star) triggered star formation from dense clouds of gas and dust, and if the most massive star to be formed from the cloud evolved into a supernova and triggered a new round of star formation, and so on, then a chain of star-forming regions would result. If many such chains were created in a differentially rotating galaxy, the distribution of stars would resemble the observed distribution in a spiral galaxy.

This line of reasoning underlies an exciting new theory of spiral-galaxy structure. A computer simulation based on this theory has reproduced the appearance of many spiral galaxies without assuming an underlying density wave, the hallmark of the most widely accepted theory of the large-scale structure of spiral galaxies. That theory maintains that a density wave of spiral form sweeps through the central plane of a galaxy, compressing clouds of gas and dust, which collapse into stars that form a spiral pattern.

17. The primary purpose of the passage is to
- (A) describe what results when a supernova triggers the creation of chains of star-forming regions
 - (B) propose a modification in the most widely accepted theory of spiral-galaxy structure
 - (C) compare and contrast the roles of clouds of gas and dust in two theories of spiral-galaxy structure
 - (D) describe a new theory of spiral-galaxy structure and contrast it with the most widely accepted theory
 - (E) describe a new theory of spiral-galaxy structure and discuss a reason why it is inferior to the most widely accepted theory
18. The passage implies that, according to the new theory of spiral-galaxy structure, a spiral galaxy can be created by supernovas when the supernovas are
- (A) producing an underlying density wave
 - (B) affected by a density wave of spiral form
 - (C) distributed in a spiral pattern
 - (D) located in the central plane of a galaxy
 - (E) located in a differentially rotating galaxy
19. Which of the following, if true, would most discredit the new theory as described in the passage?
- (A) The exact mechanism by which a star becomes a supernova is not yet completely known and may even differ for different stars.
 - (B) Chains of star-forming regions like those postulated in the new theory have been observed in the vicinity of dense clouds of gas and dust.
 - (C) The most massive stars formed from supernova explosions are unlikely to evolve into supernovas.
 - (D) Computer simulations of supernovas provide a poor picture of what occurs just before a supernova explosion.
 - (E) A density wave cannot compress clouds of gas and dust to a density high enough to create a star.
20. The author's attitude toward the new theory of spiral-galaxy structure can best be described as
- (A) euphoric (B) enthusiastic (C) concerned
 - (D) critical (E) disputatious

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The first mention of slavery in the statutes of the English colonies of North America does not occur until after 1660—some forty years after the importation of the first Black people. Lest we think that slavery existed in fact before it did in law, Oscar and Mary Handlin assure us that the status of Black people down to the 1660's was that of servants. A critique of the Handlins' interpretation of why legal slavery did not appear until the 1660's suggests that assumptions about the relation between slavery and racial prejudice should be reexamined, and that explanations for the different treatment of Black slaves in North and South America should be expanded.

The Handlins explain the appearance of legal slavery by arguing that, during the 1660's, the position of White servants was improving relative to that of Black servants. Thus, the Handlins contend, Black and White servants, heretofore treated alike, each attained a different status. There are, however, important objections to this argument. First, the Handlins cannot adequately demonstrate that the White servant's position was improving during and after the 1660's; several acts of the Maryland and Virginia legislatures indicate otherwise. Another flaw in the Handlins' interpretation is their assumption that prior to the establishment of legal slavery there was no discrimination against Black people. It is true that before the 1660's Black people were rarely called slaves. But this should not overshadow evidence from the 1630's on that points to racial discrimination without using the term slavery. Such discrimination sometimes stopped short of lifetime servitude or inherited status—the two attributes of true slavery—yet in other cases it included both. The Handlins' argument excludes the real possibility that Black people in the English colonies were never treated as the equals of White people.

This possibility has important ramifications. If from the outset Black people were discriminated against, then legal slavery should be viewed as a reflection and an extension of racial prejudice rather than, as many historians including the Handlins have argued, the cause of prejudice. In addition, the existence of discrimination before the advent of legal slavery offers a further explanation for the harsher treatment of Black slaves in North than in South America. Freyre and Tannenbaum have rightly argued that the lack of certain traditions in North America—such as a Roman conception of slavery and a Roman Catholic emphasis on equality—explains why the treatment of Black slaves was more severe there than in the Spanish and Portuguese colonies of South America. But this cannot be the whole explanation since it is merely negative, based only on a lack of something. A more compelling explanation is that the early and sometimes extreme racial discrimination in the English colonies helped determine the particular nature of the slavery that followed.

21. Which of the following statements best describes the organization of lines 1-8 of the passage?
 - (A) A historical trend is sketched and an exception to that trend is cited.
 - (B) Evidence for a historical irregularity is mentioned and a generalization from that evidence is advanced.
 - (C) A paradox about the origins of an institution is pointed out and the author's explanation of the paradox is expounded.
 - (D) A statement about a historical phenomenon is offered and a possible misinterpretation of that statement is addressed.
 - (E) An interpretation of the rise of an institution is stated and evidence for that interpretation is provided.
22. Which of the following is the most logical inference to be drawn from the passage about the effects of "several acts of the Maryland and Virginia legislatures" (lines 22-23) passed during and after the 1660's?
 - (A) The acts negatively affected the pre-1660's position of Black as well as of White servants.
 - (B) The acts had the effect of impairing rather than improving the position of White servants relative to what it had been before the 1660's.
 - (C) The acts had a different effect on the position of White servants than did many of the acts passed during this time by the legislatures of other colonies.
 - (D) The acts, at the very least, caused the position of White servants to remain no better than it had been before the 1660's.
 - (E) The acts, at the very least, tended to reflect the attitudes toward Black servants that already existed before the 1660's.

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23. With which of the following statements regarding the status of Black people in the English colonies of North America before the 1660's would the author be LEAST likely to agree?
- (A) Although Black people were not legally considered to be slaves, they were often called slaves.
 - (B) Although subject to some discrimination, Black people had a higher legal status than they did after the 1660's.
 - (C) Although sometimes subject to lifetime servitude, Black people were not legally considered to be slaves.
 - (D) Although often not treated the same as White people, Black people, like many White people, possessed the legal status of servants.
 - (E) Although apparently subject to more discrimination after 1630 than before 1630, Black people from 1620 to the 1660's were legally considered to be servants.
24. According to the passage, the Handlins have argued which of the following about the relationship between racial prejudice and the institution of legal slavery in the English colonies of North America?
- (A) Racial prejudice and the institution of slavery arose simultaneously.
 - (B) Racial prejudice most often took the form of the imposition of inherited status, one of the attributes of slavery.
 - (C) The source of racial prejudice was the institution of slavery.
 - (D) Because of the influence of the Roman Catholic church, racial prejudice sometimes did not result in slavery.
 - (E) Although existing in a lesser form before the 1660's, racial prejudice increased sharply after slavery was legalized.
25. The passage suggests that the existence of a Roman conception of slavery in Spanish and Portuguese colonies had the effect of
- (A) extending rather than causing racial prejudice in these colonies
 - (B) hastening the legalization of slavery in these colonies
 - (C) mitigating some of the conditions of slavery for Black people in these colonies
 - (D) delaying the introduction of slavery into the English colonies
 - (E) bringing about an improvement in the treatment of Black slaves in the English colonies
26. The author considers the explanation put forward by Freyre and Tannenbaum for the treatment accorded Black slaves in the English colonies of North America to be
- (A) ambitious but misguided
 - (B) valid but limited
 - (C) popular but suspect
 - (D) anachronistic and controversial
 - (E) premature and illogical
27. With which of the following statements regarding the reason for the introduction of legal slavery in the English colonies of North America would the author be most likely to agree?
- (A) The introduction is partly to be explained by reference to the origins of slavery, before the 1660's, in the Spanish and Portuguese colonies.
 - (B) The introduction is to be explained by reference to a growing consensus beginning in the 1630's about what were the attributes of true slavery.
 - (C) The introduction is more likely to be explained by reference to a decline than to an improvement in the position of White servants in the colonies during and after the 1660's.
 - (D) The introduction is more likely to be explained by reference to the position of Black servants in the colonies in the 1630's than by reference to their position in the 1640's and 1650's.
 - (E) The introduction is more likely to be explained by reference to the history of Black people in the colonies before 1660 than by reference to the improving position of White servants during and after the 1660's.

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Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. ASSET: (A) duty (B) qualification
(C) denial (D) liability (E) instability
29. CONCUR: (A) expose (B) incite
(C) prolong (D) dissent (E) forgive
30. AMALGAMATE: (A) congregate
(B) insulate (C) isolate (D) layer (E) revive
31. FERROUS:
(A) affected by rust
(B) containing no iron
(C) chemically inert
(D) combined with water
(E) permanently magnetized
32. PHLEGMATIC: (A) vivacious (B) valiant
(C) arid (D) healthy (E) mature
33. PRODIGIOUS: (A) implicit (B) slight
(C) constant (D) unnecessary (E) premature
34. CORROBORATION:
(A) weakening of utility
(B) lessening of certainty
(C) reduction in generality
(D) implausibility
(E) inadequacy
35. PALPABILITY: (A) infertility
(B) inflammability (C) intangibility
(D) intractability (E) intolerance
36. ALACRITY:
(A) hesitance and reluctance
(B) caution and fear
(C) cynicism and skepticism
(D) suspicion and doubt
(E) concern and anxiety
37. MANNERED: (A) plain (B) infantile
(C) progressive (D) ignorant (E) natural
38. DISSEMBLE: (A) act conventionally
(B) put together (C) appear promptly
(D) behave honestly (E) obtain readily

FOR GENERAL TEST 4 ONLY

Answer Key and Percentages* of Examinees Answering Each Question Correctly

VERBAL ABILITY					
Section 1			Section 4		
Number	Answer	P +	Number	Answer	P +
1	B	96	1	C	89
2	E	89	2	A	92
3	B	60	3	A	71
4	D	51	4	C	60
5	E	39	5	B	41
6	E	39	6	C	47
7	D	28	7	B	38
8	B	84	8	C	91
9	A	61	9	E	92
10	E	64	10	D	87
11	B	65	11	C	76
12	C	49	12	A	71
13	E	36	13	A	52
14	A	29	14	A	37
15	E	35	15	A	41
16	B	22	16	E	19
17	C	70	17	D	63
18	B	57	18	E	51
19	E	82	19	C	36
20	D	58	20	B	84
21	C	56	21	D	48
22	D	40	22	D	42
23	E	63	23	A	27
24	A	53	24	C	45
25	B	50	25	C	60
26	D	46	26	B	61
27	E	63	27	E	45
28	C	90	28	D	84
29	B	84	29	D	77
30	E	80	30	C	73
31	B	74	31	B	74
32	D	75	32	A	39
33	B	54	33	B	44
34	A	35	34	B	46
35	A	37	35	C	45
36	C	39	36	A	35
37	C	33	37	E	20
38	A	23	38	D	10

QUANTITATIVE ABILITY					
Section 2			Section 5		
Number	Answer	P +	Number	Answer	P +
1	B	93	1	B	84
2	A	87	2	C	87
3	B	82	3	A	82
4	B	85	4	B	85
5	D	77	5	C	84
6	A	71	6	A	80
7	A	74	7	D	77
8	C	69	8	A	65
9	D	62	9	C	64
10	B	66	10	A	61
11	A	65	11	D	62
12	C	53	12	D	53
13	C	37	13	A	55
14	D	45	14	B	35
15	C	37	15	D	30
16	B	81	16	C	91
17	E	80	17	E	87
18	E	91	18	C	88
19	B	56	19	B	76
20	E	62	20	D	63
21	A	90	21	B	70
22	D	90	22	E	91
23	D	58	23	D	77
24	B	54	24	A	22
25	A	46	25	B	27
26	C	65	26	B	68
27	A	52	27	D	53
28	C	43	28	B	60
29	D	27	29	A	54
30	A	34	30	E	43

ANALYTICAL ABILITY					
Section 3			Section 6		
Number	Answer	P +	Number	Answer	P +
1	D	73	1	D	88
2	B	72	2	A	75
3	D	51	3	B	51
4	E	74	4	A	66
5	B	80	5	E	44
6	C	65	6	E	83
7	A	72	7	B	56
8	C	54	8	C	82
9	E	53	9	C	77
10	D	50	10	D	51
11	C	54	11	D	75
12	D	58	12	B	40
13	A	43	13	A	37
14	D	43	14	E	41
15	E	32	15	D	66
16	A	33	16	B	58
17	B	54	17	C	35
18	B	38	18	D	32
19	A	43	19	A	27
20	E	30	20	A	72
21	C	61	21	B	27
22	C	42	22	C	36
23	D	49	23	C	47
24	A	39	24	B	41
25	E	30	25	E	30

*Estimated P+ for the group of examinees who took the GRE General Test in a recent three-year period.