

## 12th Grade (AP) Packets 11-16

Day 11: Complete pages 1-2 of the packet

Day 12: Complete pages 3-5 of the packet

Day 13: Complete pages 6-7 of the packet

Day 14: Complete pages 8-12 of the packet

Day 15: Complete pages 13-14 of the packet

Day 16: Complete pages 15-16 of the packet

## Packet 11-16 (Day 11)

Animal life has been all but destroyed in sudden, planetwide exterminations five times in Earth's history. These are the so-called Big Five mass extinctions, commonly defined as any event in which more than half of the earth's species go extinct in fewer than a million years or so. We now know that many of these mass extinctions seem to have happened much more quickly. Thanks to fine-scale geochronology,<sup>[1]</sup> we know that some of the most extreme die-offs in earth history lasted only a few thousand years, at the very most, and may have been much quicker. A more qualitative way to describe something like this is Armageddon.<sup>[2]</sup>

The most famous member of this gloomy fraternity is the End-Cretaceous mass extinction, which notably took out the (nonbird) dinosaurs 66 million years ago. But the End-Cretaceous is only the most recent mass extinction in the history of life. The volcanic doomsday whose stony embers I saw exposed in the cliffs next to Manhattan<sup>[3]</sup>—a disaster that brought down an alternate universe of distant crocodile relatives and global coral reef systems—struck 135 million years before the death of the dinosaurs. This disaster and the three other major mass extinctions that preceded it are invisible, for the most part, in the public imagination, long overshadowed by the downfall of T. rex. This isn't entirely without reason. For one thing, dinosaurs are the most charismatic characters in the fossil record, celebrities of earth history that paleontologists who work on earlier, more neglected periods scoff at as preening oversized monsters. As such, dinosaurs hog most of the popular press spared for paleontology. In addition, the dinosaurs were wiped out in spectacular fashion, with their final moments punctuated by the impact of a 6-mile-long asteroid in Mexico.

But if it was a space rock that did in the dinosaurs, it seems to have been a unique disaster. Some astronomers outside the field push the idea that periodic asteroid strikes caused each of the planet's other four mass extinctions, but this hypothesis has virtually no support in the fossil record. In the past three decades, geologists have scoured the fossil record looking for evidence of devastating asteroid impacts at those mass extinctions, and have come up empty. The most dependable and frequent administrators of global catastrophe, it turns out, are dramatic changes to the climate and the ocean, driven by the forces of geology itself. The three biggest mass extinctions in the past 300 million years are all associated with giant floods of lava on a continental scale—the sorts of eruptions that beggar the imagination. Life on earth is resilient, but not infinitely so: the same volcanoes that are capable of turning whole continents inside out can also produce climatic and oceanic chaos worthy of the apocalypse. In these rare eruptive cataclysms the atmosphere becomes supercharged with volcanic carbon dioxide, and during the worst mass extinction of all time, the planet was<sup>[4]</sup> rendered a hellish, rotting sepulcher, with hot, acidifying oceans starved of oxygen.

But in other earlier mass extinctions, it might have been neither volcanoes nor asteroids at fault. Instead, some geologists say that plate tectonics, and perhaps even biology itself, conspired to suck up CO<sub>2</sub> and poison the oceans. While continental-scale volcanism sends CO<sub>2</sub> soaring, in these earlier, somewhat more mysterious extinctions, carbon dioxide might have instead plummeted, imprisoning the earth in an icy crypt.<sup>[5]</sup> Rather than spectacular collisions with other heavenly bodies, it has been these internal shocks to the earth system that have most frequently knocked the planet off course. Much of the planet's misfortune, it seems, is homegrown.

Luckily, these uber-catastrophes are comfortingly rare, having struck only five times in the more than half a billion years since complex life emerged (occurring, roughly, 445, 374, 252, 201, and 66 million years ago). But it's a history that has echoes in our own world—which is undergoing changes not seen for tens of millions, or even hundreds of millions, of years. “[It’s] pretty clear that times of high carbon dioxide—and especially times when carbon dioxide levels rapidly rose—coincided with the mass extinctions,” writes University of Washington paleontologist and End-Permian mass extinction expert Peter Ward. “Here is the driver of extinction.”

[1] chronology as indicated by geologic data

[5] a final battle between good and evil at the end of the world

[10] The Palisades cliffs along the Hudson River are composed of magma that once fueled hemisphere-wide volcanic eruptions.

<sup>4</sup> tomb

<sup>5</sup> burial chamber

1. The author italicizes the term “recent” (paragraph 2, sentence 2) primarily to emphasize that the End-Cretaceous mass extinction

- A) did not occur as long ago as most people think
- B) was less destructive than most people assume
- C) is more relevant than earlier mass extinctions
- D) is not as well documented as earlier mass extinctions
- E) is not as exceptional as its reputation might suggest

2. In the final paragraph, the clause set off by dashes (“and especially . . . rose”) relates to the rest of the sentence by

- A) introducing a plausible claim that the rest of the sentence justifies
- B) stating an assumption upon which the rest of the sentence depends
- C) strengthening the assertion made in the rest of the sentence
- D) offering a potential explanation for what the rest of the sentence describes
- E) highlighting a subset of the cases referenced by the rest of the sentence

## Packet 11-16 (Day 12)

As we learn more about the sea through the combined studies of many specialists a new concept that is gradually taking form will almost certainly be strengthened. Even a decade or so ago it was the fashion to speak of the abyss as a place of eternal calm, its black recesses undisturbed by any movement of water more active than a slowly creeping current, a place isolated from the surface and from the very different world of the shallow sea. This picture is rapidly being replaced by one that shows the deep sea as a place of movement and change, an idea that is far more exciting and that possesses deep significance for some of the most pressing problems of our time.

In the new and more dynamic concept, the floor of the deep sea is shaped by racing turbidity currents or mud flows that pour down the slopes of the ocean basins at high speed; it is visited by submarine landslides and stirred by internal tides. The crests and ridges of some of the undersea mountains are swept bare of sediments by currents whose action, in the words of geologist Bruce Heezen, is comparable to “snow avalanches in the Alps (which) sweep down and smother the relief of the lower slopes.”

Far from being isolated from the continents and the shallow seas that surround them, the abyssal plains are now known to receive sediments from the margins of the continents. The effect of the turbidity currents, over the vast stretches of geologic time, is to fill the trenches and the hollows of the abyssal floor with sediment. This concept helps us understand certain hitherto puzzling occurrences. Why, for example, have deposits of sand—surely a product of coastal erosion and the grinding of surf—appeared on the mid-ocean floor? Why have sediments at the mouths of submarine canyons, where they communicate

with the abyss, been found to contain such reminders of the land as bits of wood and leaves, and why are there sands containing nuts, twigs, and the bark of trees even farther out on the plains of the abyss? In the powerful downrush of sediment-laden currents, triggered by storms or floods or earthquakes, we now have a mechanism that accounts for these once mysterious facts.

Although the beginnings of our present concept of a dynamic sea go back perhaps several decades, it is only the superb instruments of the past ten years that have allowed us to glimpse the hidden movements of ocean waters. Now we suspect that all those dark regions between the surface and the bottom are stirred by currents. Even such mighty surface currents as the Gulf Stream are not quite what we supposed them to be. Instead of a broad and steadily flowing river of water, the Gulf Stream is now found to consist of narrow, racing tongues of warm water that curl back in swirls and eddies. And below the surface currents are others unlike them, running at their own speeds, in their own direction, with their own volume. And below these are still others.

Photographs of the sea bottom taken at great depths formerly supposed to be eternally still show ripple marks, a sign that moving waters are sorting over sediments and carrying away the finer particles. Strong currents have denuded the crest of much of the vast range of undersea mountains known as the Atlantic Ridge, and every one of the sea mounts that has been photographed reveals the work of deep currents in ripple marks and scour marks.

Other photographs give fresh evidence of life at great depths. Tracks and trails cross the sea floor and the bottom is studded with small cones built by unknown forms of life or with holes inhabited by small burrowers. The Danish research vessel Galathea brought up living animals in dredges operated at great depths, where only recently it was supposed life would be too scanty to permit such sampling.

3. In the middle of the third paragraph, the author sets off the phrase “surely a product of coastal erosion and the grinding of surf” with em dashes primarily to

- A) insert a definition into her discussion of geological processes
- B) specify the time required for sand to be created by natural processes
- C) note why the location of the sand deposits is considered unusual
- D) counterbalance her use of interrogation marks in the following sentences
- E) admit that modern theories about the movement of tides explain the location of sand deposits

4. In the sentence in the middle of the fourth paragraph (“Instead of . . . and eddies”), the author’s arrangement of clauses emphasizes

the author’s sense that former theories of the Gulf Stream’s flow were based on unimaginative

- A) interpretations of data
  - B) the author’s contention that the ocean is a dynamic, complex system
  - C) the connection between saltwater and freshwater systems
  - D) that the ocean should be viewed poetically as well as scientifically
  - E) that the ocean’s movement is too complex to be adequately described by the current state of science
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5. At the end of the fourth paragraph (“And below the surface . . . scour marks”), the author strategically arranges sentences in a way that

- (A) reflects the repetitive cycles of scientific theories about the ocean
- (B) conveys the amount of evidence required to overturn established scientific norms
- (C) defends the contributions of scientists who rely on photography
- (D) concedes that scientific knowledge about the ocean is incomplete
- (E) emphasizes the mounting evidence for the complexity of the ocean’s currents

## Packet 11-16 (Day 13)

(1) Numerous products available these days in supermarkets contain probiotics, microorganisms that are intended by manufacturers to supplement the natural bacteria that help our digestive system function properly. (2) Probiotics are added to foods such as yogurts; they are also sold in capsule form. (3) The worldwide market for probiotics was estimated to be \$32 billion in 2014, a testament to the widespread beliefs that the bacteria in our digestive system are vital to our well-being and that the healthy bacteria that are already present in our digestive tracts benefit from supplementation. (4) Consumers should exercise caution, however: even though probiotic supplements aid individuals with specific disorders, their benefit for people who do not have these disorders has not been scientifically proven.

(5) Rigorous clinical trials have established that probiotics can help prevent gastrointestinal problems in individuals taking antibiotics for infectious diseases. (6) Probiotics have also been shown to alleviate symptoms of irritable bowel syndrome. (7) Pediatrician Aaron Carroll emphasizes in a New York Times article that these “promising results” involve “very specific uses of very specific strains of bacteria.”

(8) The problem with most probiotic supplements is that no significant clinical trials have proven that they offer demonstrable benefits to the general public. (9) Advertisements on probiotic packaging claiming that the products boost immune-system functioning or aid digestion are thus misleading. (10) A lack of quality control is present in probiotic manufacturing. (11) Harvard Medical School professor Pieter Cohen notes that many companies fail to guarantee the purity of the products they sell. (12) Mass-marketed probiotics may thus be contaminated with strains of microorganisms that aren't listed on the packaging—a far cry from the purity of probiotic strains used in clinical studies. (13) Dismayed by the lack of rigor and by irresponsible labeling practices in the mass-market probiotics industry, stronger regulation of probiotic supplements is called for by Cohen.

(14) With so little research into the long-term benefits and potential harms of probiotic supplements for healthy individuals, consumers thinking of buying probiotic supplements or probiotic-enriched goods should learn as much as they can about a specific product they are interested in. (15) More importantly, they should get the low down from a trusted physician.

6. The writer is considering changing the underlined portion of sentence 13 (reproduced below) to ensure that the sentence is free of ambiguity.

Dismayed by the lack of rigor and by irresponsible labeling practices in the mass-market probiotics industry, stronger regulation of probiotic supplements is called for by Cohen.

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
  - (B) probiotic supplements should be regulated more strongly, according to Cohen
  - (C) what should be done according to Cohen is that probiotics should be regulated more strongly
  - (D) Cohen calls for stronger regulation of probiotic supplements
  - (E) supplements—probiotic ones, to be exact—require stronger regulation, claims Cohen
- 

7. The writer wants the underlined portion of sentence 15 (reproduced below) to be stylistically consistent with the passage overall.

More importantly, they should get the low down from a trusted physician.

Which version of the underlined text best achieves this goal?

- (A) (as it is now)
- (B) engage in discourse with
- (C) consult with
- (D) get the skinny from
- (E) have a chat with



## Packet 11-16 (Day 14)

**Read the following passage carefully before you choose your answer.**

I suppose none of us will doubt that everything possible should be done to improve the quality of the mind of every human being. — If it is said that the female brain is incapable of studies of an abstract nature, — that is not true: for there are many instances of women who have been good mathematicians, and good classical scholars. The plea is indeed nonsense on the face of it; for the brain which will learn French will learn Greek; the brain which enjoys arithmetic is capable of mathematics. — If it is said that women are light-minded and superficial, the obvious answer is that their minds should be the more carefully sobered by grave studies, and the acquisition of exact knowledge. — If it is said that their vocation in life does not require these kinds of knowledge, — that is giving up the main plea for the pursuit of them by boys; — that it improves the quality of their minds. — If it is said that such studies unfit women for their proper occupations, — that again is untrue. Men do not attend the less to their professional business, their counting-house or their shop, for having their minds enlarged and enriched, and their faculties strengthened by sound and various knowledge; nor do women on that account neglect the work-basket, the market, the dairy and the kitchen. If it be true that women are made for these domestic occupations, then of course they will be fond of them. They will be so fond of what comes most naturally to them that no book-study (if really not congenial to their minds) will draw them off from their homely duties. For my part, I have no hesitation whatever in saying that the most ignorant women I have known have been the worst housekeepers; and that the most learned women I have known have been among the best, — wherever they have been early taught and trained to household business, as every woman ought to be. A woman of superior mind knows better than an ignorant one what to require of her servants, how to deal with tradespeople, and how to economise time: she is more clear-sighted about the best ways of doing things; has a richer mind with which to animate all about her, and to solace her own spirit in the midst of her labours. If nobody doubts the difference in pleasantness of having to do with a silly and narrow-minded woman and with one who is intelligent and enlightened, it must be clear that the more intelligence and enlightenment there is, the better. One of the best housekeepers I know, — a simple-minded, affectionate-hearted woman, whose table is always fit for a prince to sit down to, whose house is always neat and elegant, and whose small income yields the greatest amount of comfort, is one of the most learned women ever heard of. When she was a little girl, she was sitting sewing in the window-seat while her brother was receiving his first lesson in mathematics from his tutor. She listened, and was delighted with what she heard; and when both left the room, she seized upon the Euclid that lay on the table, ran up to her room, went over the lesson, and laid the volume where it was before. Every day after this, she sat stitching away and listening, in like manner, and going over the lesson afterwards, till one day she let out the secret. Her brother could not answer a question which was put to him two or three times; and, without thinking of anything else, she popped out the answer. The tutor was surprised, and after she had

told the simple truth, she was permitted to make what she could of Euclid. Some time after, she spoke confidentially to a friend of the family, — a scientific professor, — asking him, with much hesitation and many blushes, whether he thought it was wrong for a woman to learn Latin. “Certainly not,” he said; “provided she does not neglect any duty for it. — But why do you want to learn Latin?” She wanted to study Newton’s *Principia*: and the professor thought this a very good reason. Before she was grown into a woman, she had mastered the *Principia* of Newton. And now, the great globe on which we live is to her a book in which she reads the choice secrets of nature; and to her the last known wonders of the sky are disclosed: and if there is a home more graced with accomplishments, and more filled with comforts, I do not know such an one. Will anybody say that this woman would have been in any way better without her learning? — while we may confidently say that she would have been much less happy.

8. A central irony of the passage is that the author

- (A) argues for the spiritual benefits of education by referring to economically viable fields of study
- (B) argues for current reforms by citing historical rather than current examples  
argues for expanding women’s educational opportunities to improve their performance in traditional
- (C) roles
- (D) is addressing an audience of men in arguing for reforms that would benefit only women
- (E) is addressing an audience in which many lack the education to follow her arguments

**Packet 11-16 (Day 14)**

**Read the following passage carefully before you choose your answers.**

*(The following passage is excerpted from a recent book about the United States Declaration of Independence.)*

When one undertakes to read any text— whether fiction or nonfiction or even a poem— a handful of tried-and-true questions set one going in the right direction: What *kind* of text have I got in front of me?

5 Who is the *audience* for this text? And what is the *structure* of the text— that is, how has the author divided the text into parts? How do those parts help accomplish what the whole has been crafted to do?

Asking these questions about the Declaration will  
10 make us better readers of its democratic art.

I'll start with the first: what kind of text is the Declaration?

Is it a sacred text? Or a treatise? Or perhaps a law?

This is a question we rarely ask.

15 In fact, the Declaration is just an ordinary memo.

As an example, I have in mind a memo I saw recently from a dean of students office at a northeastern college. It announced that, going forward, the dining hall would stay open later on weekdays, and it offered

20 reasons for that change. The Declaration is the same kind of document: a memo that announces and, thereby, brings

about a change, while also

explaining it.

Short for “memorandum,” which is Latin for

25 “something that needs to be remembered,” the

memo has been a basic tool of human social organization ever since writing was invented.

Although we are used to thinking of memos these days mainly as interoffice directives, our view has become restricted.

30 Here’s an older and more fundamental meaning:

An informal diplomatic message, *esp.* one summarizing the state of a question, justifying a decision, or recommending a course of action.

In fact, its oldest usage spawned a formula to

35 launch declarations. It went like this: *Memorandum,*

*That it is hereby declared . . .*

As ever speedier modes of duplication and communication have emerged, memos have become only more common and more important. Those

40 who write the best memos set policy for businesses, cultural organizations, and governments. Because of their impact on our memories, writers rule. They wield the instrument by which our world is organized.

The Declaration, too, is a very practical document. 45 It claims to know something about how a particular institution of a particular kind— the kingdom of Great Britain, a free and independent state— should

work. It criticizes this institution for failing to work as it should.

It announces the separation, on account of

50 this failure, of the colonies from Britain and the coming into being of a new political system. But it

also had the job of organizing a group to joint action:

revolt from Britain.

What does it take for a group to act in concert?

55 How are decisions made? Who takes responsibility for them? What makes it possible for a group, organization, or institution to collaborate over time? When do they run into trouble? Why? We all know things about how institutions should work. By trying

60 to answer questions like these in relation to our own lives, we build a context for thinking about the Declaration.

9. As used in line 34, “spawned” most nearly means

(A) reproduced

(B) discovered

(C) corrupted

(D) generated

(E) imitated

## Packet 11-16 (Day 15)

I am a woman. I desire to state it distinctly, because I like to do as I would be done by, when I can just as well as not. It rasps a person of my temperament exceedingly to be deceived. When any one tells a story, we wish to know at the outset whether the story-teller is a man or a woman. The two sexes awaken two entirely distinct sets of feelings, and you would no more use the one for the other than you would put on your tiny teacups at breakfast, or lay the carving-knife by the butter-plate. Consequently it is very exasperating to sit, open-eyed and expectant, watching the removal of the successive swathings which hide from you the dusky glories of an old-time princess, and, when the unrolling is over, to find it is nothing, after all, but a great lubberly boy. Equally trying is to feel your interest clustering round a narrator's manhood, all your individuality merging in his, till, of a sudden, by the merest chance, you catch the swell of crinoline, and there you are. Away with such clumsiness! Let us have everybody christened before we begin.

I do, therefore, with Spartan firmness, depose and say that I am a woman. I am aware that I place myself at signal disadvantage by the avowal. I fly in the face of hereditary prejudice. I am thrust at once beyond the pale of masculine sympathy. Men will neither credit my success nor lament my failure, because they will consider me poaching on their manor. If I chronicle a big beet, they will bring forward one twice as large. If I mourn a deceased squash, they will mutter, "Woman's farming!" Shunning Scylla, I shall perforce fall into Charybdis. (*Vide* Classical Dictionary. I have lent mine, but I know one was a rock and the other a whirlpool, though I cannot state, with any definiteness, which was which.) I may be as humble and deprecating as I choose, but it will not avail me. A very agony of self-abasement will be no armor against the poisoned shafts which assumed superiority will hurl against me. Yet I press the arrow to my bleeding heart, and calmly reiterate, I am a woman.

The full magnanimity of which reiteration can be perceived only when I inform you that I could easily deceive you, if I chose. There is about my serious style a vigor of thought, a comprehensiveness of view, a closeness of logic, and a terseness of diction, commonly supposed to pertain only to the stronger sex. Not wanting in a certain fanciful sprightliness which is the peculiar grace of woman, it possesses also, in large measure, that concentrativeness which is deemed the peculiar strength of man. Where an ordinary woman will leave the beaten track, wandering in a thousand little byways of her own—flowery and beautiful, it is true, and leading her airy feet to "sunny spots of greenery" and the gleam of golden apples, but keeping her not less surely from the goal,—I march straight on, turning neither to the right hand nor to the left, beguiled into no side-issues, discussing no collateral question, but with keen eye and strong hand aiming right at the heart of my theme. Judge thus of the stern severity of my virtue. There is no heroism in denying

ourselves the pleasure which we cannot compass. It is not self-sacrifice, but self-cherishing, that turns the dyspeptic alderman away from turtle-soup and the *pâté de foie gras* to mush and milk. The hungry newsboy, regaling his nostrils with the scents that come up from a subterranean kitchen, does not always know whether or not he is honest, till the cook turns away for a moment, and a steaming joint is within reach of his yearning fingers. It is no credit to a weak-minded woman not to be strong-minded and write poetry. She could not if she tried; but to feed on locusts and wild honey that the soul may be in better condition to fight the truth's battles,—to go with empty stomach for a clear conscience' sake,—to sacrifice intellectual tastes to womanly duties, when the two conflict,—

“That’s the true pathos and sublime,

Of human life.”

You will, therefore, no longer withhold your appreciative admiration, when, in full possession of what theologians call the power of contrary choice, I make the unmistakable assertion that I am a woman.

10. At the end of the first paragraph, the speaker uses "christened" to mean

- (A) identified properly
- (B) converted to a new religion
- (C) launched on a journey
- (D) taught how to write
- (E) forced to agree

## Packet 11-16 (Day 16)

(The following passage is excerpted from an essay by a nineteenth-century American author.)

I remember well the remark made to me once by one of my teachers—and a very good teacher, too, who nevertheless did not see what her own observation ought to have suggested. “School-children,” she said, “regard teachers as their natural enemies.” The thought which it would have been logical to suppose would have followed this observation is, that if children in general are possessed of that notion, it is because there is a great deal in the teacher’s treatment of them which runs counter to the child’s nature: that possibly this is so, not because of natural cussedness on the part of the child, but because of inapplicability of the knowledge taught, or the manner of teaching it, or both, to the mental and physical needs of the child. I am quite sure no such thought entered my teacher’s mind,—at least regarding the system of knowledge to be imposed; being a sensible woman, she perhaps occasionally admitted to herself that she might make mistakes in applying the rules, but that the body of knowledge to be taught was indispensable, and must somehow be injected into children’s heads, under threat of punishment, if necessary, I am sure she never questioned. It did not occur to her any more than to most teachers, that the first business of an educator should be to find out what are the needs, aptitudes, and tendencies of children, before he or she attempts to outline a body of knowledge to be taught, or rules for teaching it. It does not occur to them that the child’s question, “What do I have to learn that for?” is a perfectly legitimate question; and if the teacher cannot answer it to the child’s satisfaction, something is wrong either with the thing taught, or with the teaching; either the thing taught is out of rapport with the child’s age, or his natural tendencies, or his condition of development; or the method by which it is taught repels him, disgusts him, or at best fails to interest him.

When a child says, “I don’t see why I have to know that; I can’t remember it anyway,” he is voicing a very reasonable protest. Of course, there are plenty of instances of wilful shirking, where a little effort can overcome the slackness of memory; but every teacher who is honest enough to reckon with himself knows he cannot give a sensible reason why things are to be taught which have so little to do with the child’s life that to-morrow, or the day after examination, they will be forgotten; things which he himself could not remember were he not repeating them year in and year out, as a matter of his trade. And every teacher who has thought at all for himself about the essential nature of the young humanity he is dealing with, knows that six hours of daily herding and in-penning of young, active bodies and limbs, accompanied by the additional injunction that no feet are to be shuffled, no whispers exchanged, and no paper wads thrown, is a frightful violation of all the laws of young life. Any gardener who should attempt to raise healthy, beautiful, and fruitful plants by outraging all those plants’ instinctive wants and searchings, would meet as his reward—sickly plants, ugly plants, sterile plants, dead plants. He will not do it; he will watch very carefully to see whether they like much sunlight, or considerable shade, whether they thrive on much water or get drowned in it, whether they like sandy soil, or



fat mucky soil; the plant itself will indicate to him when he is doing the right thing. And every gardener will watch for indications with great anxiety. If he finds the plant revolts against his experiments, he will desist at once, and try something else; if he finds it thrives, he will emphasize the particular treatment so long as it seems beneficial. But what he will surely not do, will be to prepare a certain area of ground all just alike, with equal chances of sun and amount of moisture in every part, and then plant everything together without discrimination,—mighty close together!—saying beforehand, “If plants don’t want to thrive on this, they ought to want to; and if they are stubborn about it, they must be made to.”

11. The author’s use of the word “injected” (paragraph 1, sentence 4) conveys her tone of

- (A) disgust with the coercive aspects of modern educational methods
- (B) mirth about the absurdity of common approaches to teaching
- (C) sympathy for teachers forced to adopt ineffective techniques
- (D) optimism regarding the promise of educational reforms
- (E) frustration with teachers’ reluctance to experiment

12. In context, the tone of the author’s remark that “It does not occur . . . legitimate question” (paragraph 1, sentence 6) is best described as

- (A) blunt and polemical
- (B) impartial and inquiring
- (C) condescending but resigned
- (D) contemptuous and dismissive
- (E) critical but sympathetic