

PART I

In 1971 I was invited to give a series of lectures at a veterinary school, a school for training animal doctors. At the time I was teaching in a well-known medical school, but the veterinary school was interested in hearing about **my research on a virus that causes diseases in a wide variety of animals**. The lectures went about as I expected, but my stay in the school gave me several shocks.

The first was the quality of the students. I had thought that medical students were the best, but I found the students studying to be veterinarians even better. And they clearly enjoyed their studies much more than my medical students enjoyed theirs.

Watching the students visiting their animal patients was another shock. I had expected them to treat the animals as problems to be solved. But **I discovered that each sick animal was known and treated as an individual.** Moreover, **they were handled with as high a level of affection and concern as I could wish for if I were a patient in any modern hospital.**

In talking to individual students I learned that their reasons for entering veterinary school were rather different from those of the usual medical student. The veterinary students had many different careers in mind, but none expected either higher incomes or social status. **They were there, having the best of times, because they liked animals.**

1. What was the speaker studying at the time of this story?
 - a. A virus that causes diseases in humans.
 - b. A virus that causes diseases in animals.
 - c. A wide variety of diseases in animals.
 - d. A wide variety of diseases in humans.

2. What was the speaker's first shock?
 - a. To find that veterinary students were as good as medical students.
 - b. To find that veterinary students were better than medical students.
 - c. To find that veterinary students knew less about certain animal diseases than he did.
 - d. To find that veterinary students knew more about certain animal diseases than he did.

3. What was the speaker's second shock?
 - a. To learn that veterinary students weren't at all interested in animals.
 - b. To learn that veterinary students weren't very interested in animals.
 - c. To learn that veterinary students really cared about their patients.
 - d. To learn that veterinary students were only interested in certain animals.

4. What did the speaker say he wished?
 - a. To become a veterinary student.
 - b. To become a veterinary school teacher.
 - c. To be treated as well in his school as the students in the veterinary school.
 - d. To be treated as well in a hospital as the animals in the veterinary school.

5. Why does the speaker think the veterinary students were different from the usual medical student?
 - a. They had wanted to get into medical school but failed.
 - b. They didn't have a clear goal or purpose.
 - c. They expected to get high salaries after graduation.
 - d. They liked their patients.

PART II

Question 6

In what year was the percentage of the budget used for "defense" exceeded by "non-defence" spending?

- a. In all years except 1960
- b. In all years except 1950 and 1960
- c. In all years
- d. Only in 1960

Question 7

On which category was the largest percentage of the budget spent in 1960?

- a. Defense.
- b. Interest on national debt.
- c. Education.
- d. Other.

Question 8

How does the amount spent on "interest on national debt" payment in 1980 compare with the total budget in 1950?

- a. It is about the same.
- b. It is half the size.
- c. It is slightly larger.
- d. It is nearly twice as large.

Question 9

In what year was the percentage of the category "other" not the largest?

- a. In 1950.
- b. In 1960.
- c. In 1970.
- d. In 1980.

Question 10

What has happened to the percentage of the budget needed to cover "interest on national debt" payments?

- a. It has remained constant.
- b. It has steadily increased.
- c. It declined and then increased.
- d. It increased and then declined.

Question 11

In percentage terms, what part of the budget has remained the most constant?

- a. Defense.
- b. Interest on national debt.
- c. Education.
- d. Other.

PART III

Charles Marion Russell was one of America's greatest artists. His thousands of paintings and drawings have recorded, with great accuracy, the details of the life of cowboys, Indians, animals, and the difficulties of cold winters in the northern state of Montana where he lived.

At the age of 15, Russell began living with a man who was a fur trapper and hunter, and in helping him with his work, Russell observed and learned about the anatomy - the structure of the body - of animals.

Later Russell worked as a cowboy, watching the cattle during the night. During the day when he was not sleeping he had time to draw pictures, and **since he had few materials, he drew on anything: shoe boxes and cracker boxes, the inside of a hat or on leather. He illustrated his letters and postcards, not realizing that those many informal sketches would someday be greatly prized by museums and collectors.**

When Russell was twenty-two years old, the winter in Montana was the coldest anyone could remember. Many cattle died. One of Russell's friends, in a letter to a man in a distant city, tried to describe the bad situation. While the friend was writing, Russell quickly painted a small water color showing a cow just before it died. In the background are a few wolves waiting to eat the cow after it dies. **Russell's friend sent just the picture instead of a letter. The man in the city was very moved by the simple picture, and showed it to everyone he met. As a result, Russell became well known in that area.** Even to this day in Montana, copies of that sad picture, reproduced as a postcard, are still sold.

There is a humorous picture entitled "My Studio as Mother Thought." Russell's parents lived in St. Louis, where he was born. As far as is known, they never visited Russell in Montana. **Like most mothers, his mother liked to think he was more successful than he actually was,** and the picture shows his studio as his mother imagined it: a huge room with polished floors, expensive rugs, crystal lamps, tapestries, and Russell himself, very handsome, dressed as though for a party. **Actually he did not have a studio until much later, and even then, it was small and plain.**

Russell was also concerned about Indians, who he felt had been unfairly treated by the white men. Russell's largest painting was done at the request of the State of Montana: the picture was placed in the State Capitol Building and is still there. The picture was to show the famous explorers, Lewis and Clark, at their first meeting with the leaders of a great tribe of Indians. **The picture is unusual because it is painted from the Indians' point of view.** Their figures are large and detailed, while Lewis and Clark are small figures in the distance.

Russell liked to paint pictures of animals, usually involving some action - fighting, running, eating or being eaten. Russell, however, would shoot an animal only if it was needed for food; he would not kill animals for sport, and he objected to the practice of shooting a horse who could not work any more. **Thus, he was early conservationist.**

Russell died at sixty-one in October, 1926, and **the whole town of Great Falls, Montana, closed down in mourning. Russell is buried nearby at the top of hill from which one can see the immense and still wild landscape of Montana.** His gravestone, as he would have wished, is a natural stone, as impressive and as long-lasting as his art.

12. How did Russell apparently spend most of his time when he was a teen-ager?
- a. Working in his parents' store.
 - b. Dreaming about going out West.
 - c. Trying to find time to paint.
 - d. Training to be a fur trapper.
13. What did Russell learn by living and helping a man who was a fur trapper and hunter?
- a. He learned how to survive in the wild in winter.
 - b. He learned the best places to hunt and trap.
 - c. He learned that he didn't want to be a trapper.
 - d. He learned about the physical structure of animals.
14. What was the function of the shoe boxes, the inside of the cracker boxes, mentioned by the speaker?
- a. They were things that white men traded to the Indians for food.
 - b. They were things that Russell painted pictures of.
 - c. They were things used to make fires to keep Russell warm in winter.
 - d. They were things that Russell painted pictures on.
15. The speaker tells a story about a friend of Russell's writing a letter about one especially cold Montana winter. What does the story tell us about Russell's painting ability?
- a. Russell took a long time with his pictures to make sure they were accurate.
 - b. Russell's friend thought the artist's picture told a truer story than words.
 - c. Russell could paint pictures based on written descriptions.
 - d. Russell thought his paintings were better than written descriptions.
16. Why did Russell's small picture of a dying cow become famous in a distant city?
- a. Russell sent the picture to his mother who showed it to her important friends.
 - b. Russell sent the picture to the Governor in the State Capitol.
 - c. Russell's friend sent the picture to a man in the city.
 - d. The Governor saw Russell paint the picture and he bought it.
17. What is the main reason that Russell's paintings are valued highly today?
- a. Only a small number remains today.
 - b. They tell a true story of the old West.
 - c. Many were purchased by the State of Montana for public buildings.
 - d. He only signed a few of his pictures.
18. Which of the following statements about Russell's art is most accurate?
- a. Most of Russell's paintings are sad pictures of fighting and dying Indians.
 - b. Most of Russell's paintings are funny pictures of wild animals.
 - c. Russell painted a wide variety of moods and scenes of the old West.
 - d. Russell painted a wide variety of paintings from an animal's point of view.

19. How did Russell's painting, "My Studio as Mother Thought" compare with his actual studio?
- a. Russell never had a real studio other than the open range.
 - b. The picture showed a much smaller and poorer studio than Russell's real one.
 - c. The picture shows a much more beautiful studio than Russell ever had.
 - d. There were lots of animals in the picture, but none in the real studio.
20. According to the speaker, how was Russell's mother similar to all mothers?
- a. She missed her son.
 - b. She was worried about her son.
 - c. She imagined her son to be successful.
 - d. She thought her son was irresponsible.
21. What happened to many of Russell's informal sketches and illustrated letters?
- a. Most have been lost since his death.
 - b. He used them as a basis for wall paintings on public buildings.
 - c. He destroyed them shortly before his death.
 - d. They have become prized by museums and collectors.
22. What did Russell think about Indians?
- a. They were not treated well enough by the white man.
 - b. They were strong and brave, but dangerous.
 - c. They did not understand the white man.
 - d. They should be moved farther west.
23. What was Russell's basic attitude toward nature?
- a. He loved to paint it, but he preferred the comfort of his studio.
 - b. It was cruel and too wild for humans.
 - c. He loved nature and believed it should be preserved.
 - d. It should be settled and farmed by white men.
24. What is rather different about the wall picture that Russell painted for the State Capitol Building?
- a. It covers all four walls of the building.
 - b. It is so realistic that some people think they are looking at real scenery.
 - c. It is painted from the Indians' perspective.
 - d. It has been designated as a state treasure.
25. Where was Russell buried?
- a. Far from any towns, in the wilderness he loved.
 - b. In his hometown of St. Louis.
 - c. In a place he had chosen himself.
 - d. Near Great Falls, Montana.