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Bryn Mawr College Examinations for Matriculation

Bryn Mawr College

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BRYN MAWR COLLEGE.



EXAMINATIONS

FOR

MATRICULATION.



(SAMPLES OF PAPERS SET IN JUNE AND SEPTEMBER, 1892.)

BRYN MAWR COLLEGE.

Examinations for Matriculation.

THE examination for matriculation in Bryn Mawr College, including Mathematics, Greek, Latin, French, German, English, History, and Science, will be held from May 26th to May 31st, 1893, and from June 1st to June 6th, 1894, at Bryn Mawr College, and in Baltimore, Boston, Cincinnati, Germantown (Pa.), Indianapolis, San Francisco, Wilmington (Del.), and London (England), as follows :

MAY, 1893.	SEPTEMBER, 1893.
26.	25.
<i>English</i> , 10—12½	<i>English</i> , 10—12½
<i>Geometry</i> , 3—5½	<i>Geometry</i> , 2—4½
27.	26.
<i>Algebra</i> , 9—12	<i>Algebra</i> , 9—12
<i>French</i> , 3—6	<i>French</i> , 2—5
29.	27.
<i>Latin Composition</i> , 9—10½	<i>Latin Composition</i> , 9—10½
<i>Cæsar and Cicero</i> , 10½—12½	<i>Cæsar and Cicero</i> , 10½—12½
<i>Science</i> , 2—4	<i>Science</i> , 2—4
30.	28.
<i>Vergil</i> , 9—10½	<i>Vergil</i> , 9—10½
<i>History</i> , 11—1	<i>History</i> , 10½—12½
<i>German</i> , 3—6	<i>German</i> , 2—5
31.	29.
<i>Greek</i> , 9—12	<i>Greek</i> , 9—12
<i>Solid Geometry and Trigonometry</i> , 2—5	<i>Solid Geometry and Trigonometry</i> , 2—5

JUNE, 1894.

1.	
<i>English</i> ,	10—12½
<i>Geometry</i> ,	3—5½
2.	
<i>Algebra</i> ,	9—12
<i>French</i> ,	3—6
4.	
<i>Latin Composition</i> ,	9—10½
<i>Cesar and Cicero</i> ,	10½—12½
<i>Science</i> ,	2—4
5.	
<i>Vergil</i> ,	9—10½
<i>History</i> ,	11—1
<i>German</i> ,	3—6
6.	
<i>Greek</i> ,	9—12
<i>Solid Geometry and Trigonometry</i> ,	2—5

SEPTEMBER, 1894.

24.	
<i>English</i> ,	10—12½
<i>Geometry</i> ,	2—4½
25.	
<i>Algebra</i> ,	9—12
<i>French</i> ,	2—5
26.	
<i>Latin Composition</i> ,	9—10½
<i>Cesar and Cicero</i> ,	10½—12½
<i>Science</i> ,	2—4
27.	
<i>Vergil</i> ,	9—10½
<i>History</i> ,	10½—12½
<i>German</i> ,	2—5
28.	
<i>Greek</i> ,	9—12
<i>Solid Geometry and Trigonometry</i> ,	2—5

The examination for matriculation must be taken by all that wish to pursue their studies at the college, whether as candidates for a degree or as special students, except by those who have passed in the corresponding divisions of the Harvard University Examination for Women, or who present a certificate of honorable dismissal from some college or university of acknowledged standing.*

The examination for matriculation will also be open to those that wish to take it as a test of proficiency in elementary studies, but have no intention of entering the college; and a certificate will be given on the successful completion of the examination.

Candidates may divide the examination into two parts; if, however, more than one calendar year and the summer recess elapse between the two parts of the examination, the first part of the examination must be repeated; and it must also be repeated should

*The following subjects in the Harvard University Examinations for Women are accepted as equivalents: All the "elementary studies" except one language (which may be German or French or Greek, but must not be Latin), and the "advanced studies" in the three languages chosen; Latin composition; and, if Greek be taken, Greek composition. The "elementary studies" in Latin, Greek, French or German will not be accepted as a substitute for any part of the examination in these subjects, unless supplemented by the "advanced studies."

In no other case will certificates be accepted.

the candidate fail to pass in three sections (each language other than English being counted for this purpose as three sections) of the examination.

An examination fee of \$5.00 is charged whenever the examination, or any part of the examination, is taken elsewhere than at Bryn Mawr College, and must be paid to the Examiner before the candidate is admitted to the examination.

Inquiries may be addressed to the Secretary of Bryn Mawr College, Bryn Mawr, Pa., and to the following graduates of Bryn Mawr College, who have kindly consented to serve as Honorary Corresponding Secretaries :

MRS. ANTHONY MORRIS CAREY, *1228 Madison Avenue, Baltimore.*

MISS EMILY GREENE BALCH, *Prince Street, Jamaica Plain, Boston.*

MRS. FRANK H. SIMPSON, *College Hill, Cincinnati.*

MISS SOPHIA WEYGANDT, *Upsal Street, Germantown.*

MRS. ISAAC M. COX, *San José, California.*

MISS ALYS WHITALL PEARSALL SMITH, *40 Grosvenor Road, S. W.,
London, England.*

Application for admission to the examinations held in Baltimore, Boston, Cincinnati, Germantown, San Francisco, and London should be made to the Corresponding Secretaries for those cities; and for admission to the examinations held in Indianapolis and Wilmington, to the Secretary of Bryn Mawr College.

Specimen sets of examination papers may be obtained by application to the Secretary, on payment of twenty-five cents.

TABULAR STATEMENT
OF
EXAMINATION FOR MATRICULATION.

ALL candidates for matriculation *must* be examined in the following three groups :

	I.	II.	III.
<i>Mathematics.</i>	{ Algebra, 2, Plane Geometry, 1.	Latin Grammar and Composition, 1. Cæsar and Cicero, 1. Vergil and sight reading, 1.	History, 1. English, 1. Science, 1.

All candidates for matriculation *must* be examined in one of the following groups :

	IV.	IV.	IV.
<i>Greek</i>	{ Grammar and Composition, 1. Xenophon, . . 1. Iliad and sight reading, . . 1.	<i>Greek</i>	{ Grammar and Composition, 1. Xenophon, . . 1. Iliad and sight reading, . . 1.
<i>and</i>	} 3	<i>and</i>	} 3
<i>French</i>	{ Grammar, Prose, Poetry, } 3	<i>or</i>	<i>French</i>
		<i>or</i>	{ Grammar, Poetry, } 3.
		<i>German</i>	{ Grammar, Prose, Poetry, } 3.

The candidate *may* be examined in the following subjects, and if not examined, must pursue them in college :

<i>Advanced Mathematics</i>	}	Solid Geometry, Plane Trigonometry.		
			{	*Greek (as above) or French (as above) or German (as above)
			}	

The subjects in which the candidate for matriculation *must* be examined are divided, for convenience of marking, into fifteen sections. It will be observed that each language other than English is counted as three sections. Groups I., II., and III. contain three sections each; group IV. contains six sections. The figures attached to the subjects show the number of sections contained in each subject; where a bracket precedes the figure, the subjects enclosed by the bracket cannot be separated in the examination. Should the candidates pass in fewer than three sections in the first division of the examination, the entire exami-

* Students that have omitted Greek in the examinations for matriculation may substitute for the beginners' course in Greek the minor course in Latin, see Program for 1893, page 54. And this minor course in Latin may also be offered for examination by students that wish to enter with advanced standing.

nation must be repeated ; but the three sections need not, except where this is indicated by the brackets, belong to one and the same group. Solid Geometry and Trigonometry or the fourth language cannot be substituted for any part of the fifteen sections.

I. Mathematics.—(1) and (2) *Algebra*.* (3) *Plane Geometry*.

The examination in Algebra will comprise Elementary Operations, Quadratic Equations, Problems, Ratio, Proportion, Variation, Arithmetical and Geometrical Progressions.

While there will be no formal examination in Arithmetic, an adequate knowledge of the subject will be required throughout the mathematical examination ; in *all* the papers there will be some numerical problems, and the correct solution of a fair number of these will be regarded as essential.

All candidates that do not, in addition to the above, present *Solid Geometry* and *Trigonometry* (including the use and theory of logarithms and the solution of triangles), must pursue these branches in the college and pass an examination in them before receiving a degree. It is especially recommended that those intending to elect mathematical courses should pass the entire matriculation examination in mathematics. These candidates are advised to confine themselves to Algebra ; Plane Geometry of the straight line and the circle ; Solid Geometry and Trigonometry. More benefit will be derived from a thorough acquaintance with the pure geometrical methods, than from a little knowledge of Analytical Geometry.

Students whose matriculation examination has included either Solid Geometry, or Trigonometry, or both, will be credited with the time which others must subsequently spend upon these studies.

C. Smith's Elementary Algebra, and Lock's Trigonometry for Beginners (Macmillan) are recommended.

* In no circumstances may the Algebra paper be divided by a candidate. Even when the College report indicates that the failure is to count as a condition in *one* section only, the whole paper must be taken in order to work off this condition.

II. Latin.—(1) *Grammar and Composition*. (2) *Cæsar*, Gallic War, Books I.–IV. (or, if desired, *Ovid*, *Metamorphoses*, two thousand lines). *Cicero*, seven orations, (*pro Archia poeta, de imperio Cn. Pompei, pro Marcello*, and the four orations in *Catilinam*.) (3) *Vergil*, *Æneid*, Books I.–VI. (or the *Eclogues* and five books of the *Æneid*.)

There will be questions testing the candidate's practical knowledge of grammar, including prosody, and translation of English into Latin.

The candidate will be expected to translate at sight easy passages, with due allowance for unusual words.

Equivalents will be allowed to some extent, but all candidates must

have read (a) Cicero, at least four orations, (b) Vergil, at least three books of the *Æneid*.

The so-called Roman method of pronunciation, as explained in Allen and Greenough's Latin Grammar, is recommended.

As many schools are introducing the "natural method" as a substitute for thorough grammatical training, attention is called to the fact that special stress will be laid on an accurate and ready knowledge of grammatical forms. A knowledge of paradigms and parts of irregular verbs will be insisted upon.

Candidates are advised, whenever possible, to try the whole Latin examination at one time, although the three sections may be taken separately, and in any order the candidate may prefer.

III. History.—(1) The outlines of the History of England and the United States; or the outlines of the History of Greece and Rome.

Johnston's History of the United States, and The United States: its History and Constitution; Ransome's History of England, or Gardiner's English History for Schools; Oman's History of Greece (Longmans, N. Y.); Leighton's History of Rome, or Allen's History of the Roman People are recommended.

English.—(1) The candidate will be required to write a short English composition, correct in spelling, grammar, punctuation, and general arrangement, and to correct specimens of bad English.

In 1893 the subject will be taken from one or more of the following works: *Shakespeare*, Julius Cæsar, and Merchant of Venice; *Chaucer*, The Clerk's Tale; *Ruskin*, Sesame and Lilies; the Sir Roger de Coverley Papers in *The Spectator*.

In 1894 candidates must be familiar with *Chaucer*, The Knight's Tale; *Shakespeare*, Midsummer Night's Dream, and Twelfth Night; the Sir Roger de Coverley Papers in *The Spectator*; *Macaulay*, Essay on Addison, and Essay on Johnson.

The books recommended (for the years 1893 and 1894), by the Commission of Colleges of New England, will be accepted as equivalents.

Candidates are required to be familiar with the subject-matter of these works. Much stress will be laid on an intelligent knowledge of the elements of English composition and grammar, and no candidate can be successful in passing the examination without familiarity with the essentials of punctuation and arrangement. Abbott's *How to Write Clearly* is recommended as an aid to the knowledge of correct arrangement.

Science.—(1) The elements of one of the following sciences:—Physics, or Chemistry, or Botany, or Physiology, or Physical Geography.

Gage's Physics, Remsen's Introduction to the Study of Chemistry (Briefer Course), Bessey's Essentials of Botany, Martin's Human Body

(Briefer Course), and Russell Hinman's Physical Geography are recommended. Candidates are advised, whenever possible, to offer Physics or Chemistry, as these studies form a better basis for further scientific work.

IV. Two of the following languages :

Greek.—(1) *Grammar and Composition*. (2) *Xenophon, Anabasis*, Books I.-IV. (3) *Iliad*, Books I-III.

White's First Lessons in Greek and Jones' Exercises in Greek Prose, or equivalents, are recommended.

There will be questions on grammar suggested by the text, and translations at sight of easy passages from Xenophon and the Iliad, with due allowance for unusual words.

Equivalents will be accepted to some extent, but all candidates must have read (a) Homer, at least two books of the Iliad, (b) Xenophon, at least two books of the Anabasis or Memorabilia.

French.—(3) The examination in French will have three divisions, one to test the candidate's knowledge of pronunciation and ordinary grammatical forms, the other two her power to read at sight ordinary French prose and verse.

For the examination in reading no texts are assigned, the examination being intended to test the candidate's ability to read any ordinary French whatsoever. Candidates preparing for these examinations are advised to acquire as large a vocabulary as possible. They are further advised in their study of verbs to concentrate their attention on the regular verbs, the auxiliaries, *être*, *avoir*, and such important irregular verbs as *aller*, *devoir*, *dire*, *faire*, *mettre*, *prendre*, *pouvoir*, *vouloir*, *tenir*, *venir*, *voir*, *écrire*, *lire*, *croire*, *boire*, and the typical verbs *conduire*, *craindre*, *paraître*, *partir*, and to acquire a fair knowledge of the use of the various past tenses and of the rules of the subjunctive.

The examination in French cannot be divided.

German.—(3) The examination in German will be precisely similar to that in French, and will test the candidate's pronunciation, knowledge of ordinary grammatical forms, and ability to read ordinary German at sight.

The examination in German cannot be divided.

The candidate may omit one of the three languages, Greek, French, or German, selecting Greek and French, or Greek and German, or French and German.

SPECIMEN
EXAMINATION PAPERS.

SELECTED FROM
THE EXAMINATION PAPERS SET IN
JUNE AND SEPTEMBER,
1892.



BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP I. (*Counted as two sections.*)

ALGEBRA.

THREE HOURS.

PART I.

(*Counted as one section.*)

1. Prove that

$$\frac{1+2\sqrt{3}+\sqrt{5}}{\sqrt{3+1}} = 4.904 \dots$$

2. What are the meanings of the symbols $x^{-\frac{1}{2}}$, x^0 ?
Simplify

$$\frac{\{(x^2)^{m-n}\}^{m+n} \times (x^3)^{\frac{2n^2}{3}-m^2}}{\left(\frac{1}{x}\right)^m \times x^{m(m+1)}}$$

3. Factor completely the expressions

$$(x^3 + x^2y - xy^2 - y^3)^2 - (x^3 - x^2y + xy^2 - y^3)^2;$$
$$x^6 - x^4 - x^2 + 1.$$

4. Find the square root of

$$x^6 + 14x^5 + 65x^4 + 122x^3 + 134x^2 + 80x + 25.$$

Hence (or otherwise) find the square root of 3186225.

5. A railway train running at the rate of 27.265 miles an hour takes 5 seconds to pass a train, whose length bears to that of the former train the ratio 5:6. If the latter be travelling at the rate of 32.745 miles an hour, find the lengths of the trains. (1 mile = 1760 yards.)

6. Given $y - 1 = \frac{1}{3}(x - 2)$, express $x^3 + 5x + 1$ in terms of y .

ALGEBRA. PART II.

(Counted as one section.)

1. Show how to solve the general quadratic equation

$$x^2 + px + q = 0.$$

When are its roots (i.) equal; (ii.) equal with opposite signs? What is the form of the equation when one of the roots vanishes?

2. Find the roots of

$$x^2 - 7x + 3 = 0$$

to 3 places of decimals. Verify, by means of this quadratic, the ordinary formulæ for $a + \beta$, $\alpha \beta$.

3. If the square of $x + y$ vary as the fifth power of $x - y$, and if $x = 1$, when $y = 2$, prove that when $x = 0$, y is equal to 0 or $3^{-\frac{2}{3}}$

4. Solve the simultaneous equations

$$\left. \begin{aligned} x^2 + y^2 &= 13 \\ 2x^2 - 3xy + 3y^2 &= 17 \end{aligned} \right\}$$

5. Given that the first, third, fifth terms of a geometric progression are

$$2, \frac{1}{2}, \frac{1}{8},$$

what is the $(2n + 1)^{\text{th}}$ term?

6. Sum the series

$$3 + \frac{3}{5} + \frac{3}{25} + \dots \text{ to infinity.}$$

Find the sum (in decimals) of the first 10 terms of this series. What percentage is the difference of these two sums of the sum to infinity.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP I. (*Counted as one section*).

PLANE GEOMETRY.

SEPTEMBER, 1892. TWO AND ONE-HALF HOURS.

1. Two triangles are equal in all respects when a side and the two adjacent angles of one are equal to a side and the two adjacent angles of the other.

What other combinations of angles and sides, when given equal, will assure us that the triangles are equal?

2. If a perpendicular is erected at the middle point of a straight line, then every point in the perpendicular is equally distant from the extremities of the line; and every point without the perpendicular is unequally distant from the extremities of the line.

3. Define parallel straight lines.

When two straight lines are cut by a third, if the alternate interior angles are equal, the two lines are parallel.

4. The sum of all the angles of a convex polygon, together with four right angles, is equal to twice as many right angles as the polygon has sides.

Hence show that a floor can be tiled with regular octagons and squares.

5. In the same circle, or in equal circles, equal chords are equally distant from the centre; and of two unequal chords, the less is at the greater distance from the centre.

The radius of a circle being 25 inches, find the position of a chord of length 48 inches.

6. The square described upon the hypotenuse of a right-

angled triangle is equal to the sum of the squares on the other sides.

7. In the same circle, or in equal circles, angles at the centre are in the same ratio as their intercepted arcs.

In a circle two angles are constructed, one with an intercepted *arc* equal to the radius, and one with an intercepted *chord* equal to the radius. Which is the greater? Prove your answer by means of a diagram.

8. A parallel to the base of a triangle divides the other two sides proportionally.

Show how to divide a line in a given ratio.

9. Regular polygons of the same number of sides are similar.

What conditions must be satisfied in order that two *irregular* polygons may be similar?

10. Show how to divide a given straight line in extreme and mean ratio.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

EXAMINATION FOR ADVANCED STANDING.

SOLID GEOMETRY.

TWO HOURS.

[N. B.—If this paper is taken with Trigonometry, the time allowed for the two is 3 hours. *Any two questions* may then be omitted.]

1. If two angles, not in the same plane, have their sides respectively parallel and lying in the same direction, they are equal and their planes are parallel.

2. Define a polyhedral angle.

The sum of the face angles of any convex polyhedral angle is less than four right angles.

3. Parallel sections of a pyramid are similar polygons, and their areas are proportional to the squares of their distances from the vertex.

4. Triangular pyramids having equal bases and equal altitudes are equal in volume.

Extend this proposition (1) to pyramids whose bases are polygons of any number of sides; (2) to cones.

5. Determine an expression for the area of the curved surface of a cylinder.

6. What is a great circle of a sphere? What is the pole of a great circle?

If the first of two spherical triangles is the polar triangle of the second, the second is the polar triangle of the first.

7. Give and prove the expression for the surface of a sphere.

8. Define a regular polyhedron.

Prove that there can be only five regular polyhedra.

9. What is meant by the projection of (*a*) a point, (*b*) a line, on a plane?

Show that the projection of a straight line upon a plane is a straight line.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

EXAMINATION FOR ADVANCED STANDING.

TRIGONOMETRY.

FEBRUARY, 1893.

ONE HOUR AND A HALF IF SOLID GEOMETRY IS TAKEN,
OTHERWISE TWO HOURS.

[Candidates who are taking the Solid Geometry paper may omit questions 1 and 5. *Questions must be answered in both divisions of this paper.*]

A.—1. Prove, by géometric constructions, that

$$\begin{array}{l} 1 + \tan^2 A = \sec^2 A ; \\ \tan \left(\frac{\pi}{2} - \theta \right) = \cot \theta, \\ \sin \left(\frac{\pi}{2} + \theta \right) = \cos \theta, \end{array} \left. \vphantom{\begin{array}{l} 1 + \tan^2 A = \sec^2 A ; \\ \tan \left(\frac{\pi}{2} - \theta \right) = \cot \theta, \\ \sin \left(\frac{\pi}{2} + \theta \right) = \cos \theta, \end{array}} \right\} \text{where } 0 < \theta < \frac{\pi}{2}.$$

2. Prove that

$$\cos (A + B) = \cos A \cos B - \sin A \sin B.$$

3. Find the value of

$$\frac{\sin 45^\circ + \sin 225^\circ}{\sin 60^\circ + \sin 540^\circ}$$

4. Simplify

$$\frac{\sin A + \sin 2A + \sin 3A}{1 + 2 \cos A}$$

Prove that

$$\begin{aligned} \tan 2A &= \frac{2 \tan A}{1 - \tan^2 A} \\ \tan 3A &= \frac{3 \tan A - \tan^3 A}{1 - 3 \tan^2 A} \end{aligned}$$

B.—5. Find the tangents of the semi-angles of a triangle whose sides are 11, 13, 15. Find, also, the area of the triangle and the radius of its inscribed circle.

6. Prove that $\log_a x^m = m \log_a x$.

Show that when a number is less than unity, the characteristic of its logarithm is greater by unity than the number of ciphers at the beginning of the decimal.

7. Given that $a = 4.52$, $B = 47^\circ 19'$, $C = 58^\circ 23'$, find an approximate value for b . [Use the following logarithms:

$$\log 452 = 2.65514, \quad L \sin 47^\circ 19' = 9.86635,$$

$$L \sin 74^\circ 18' = 9.98349,$$

$$\log 3.45 = .53782, \quad \log .0346 = \overline{2.53908}].$$

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

* GROUP II. (Counted as one section.)

LATIN.

SEPTEMBER, 1892. ONE HOUR.

FIRST PART: GRAMMAR AND COMPOSITION.

1. Decline *domus*. Compare *acer*, *benevolus*. Give principle parts of *adspicere*, *cogere*, *fugere*, *lavare*, *queri*, *urgere*.

2. Write in Indirect Discourse after *haec fuit oratio* the following: neque priores populo Romano bellum inferimus neque tamen recusamus si lacessimur, quin armis contendamus, quod Germanorum consuetudo est a maioribus tradita, quicumque bellum inferunt, resistere neque deprecari. Haec tamen dicimus, venisse inviti, eiectione domo. Si nostram gratiam Romani uolunt, possumus eis utiles esse amici; vel nobis agros attribuant, vel patiantur eos tenere quos armis possedimus. Nos unis Suebis concedimus quibus ne dii quidem immortales pares esse possunt.

3. Write in Latin:

The generals ordered that the gates of the town should be shut. After the kings were banished consuls were chosen at Rome. Codrus spared not his own life that he might provide for his native-land. Thou hast been a sharer in all my toils and dangers. One must die bravely for one's country. I have learned that you were the first to come to school. If thou hadst been here, my brother had not died.

Use, among others, the following words: *claudere*, *comperire*, *consulere*, *dux*, *eligere*, *iubere*, *mori*, *parcere*, *particeps*, *patria*, *pellere*, *porta*, *schola*.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP II. (*Counted as one section.*)

LATIN.

SEPTEMBER, 1892. TWO HOURS.

SECOND PART: CÆSAR AND CICERO.

1. Translate Cæsar *de bello Gall.* II. 21, *milites non longiore to impeditam interfecerunt* (23).
2. Translate Cicero in *Cat.* I., §17, *servi mehercule to valvisti* (§18).
3. Translate Cicero *pro Archia* §8, *est ridiculum to gloria noluisse* (§10).
4. Sketch briefly the life of Cicero.

(The translation must be literal, but in good English.)

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP II. (*Counted as one section.*)

LATIN.

SEPTEMBER, 1892. ONE AND ONE-HALF HOURS.

THIRD PART: VERGIL AND SIGHT READING.

1. Translate Æneid II. 1-13, *conticuere* to *incipiam*; IV. 362-372, *talia* to *æquis*; VI. 77-87, *at* to *cerno*.
2. In II. explain case of *caelo* (8), *luctu* (12); syntax of *horret* (12). In IV. explain case of *luminibus* (364), *cautibus* (366). In VI. explain case of *periculis* (83); syntax of *possit* (77).
3. Scan I. 723-728 *postquam* to *poposcit*, marking principal cæsura. Scan III. 211; *insulae* to *Celaeno*; what is noteworthy in the scansion in this line?
4. Translate at sight Æneid IX. 717-730, *hic* to *tigrim*.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

ENGLISH HISTORY.

SEPTEMBER, 1892. TWO HOURS.

1. When did the Danes occupy England? Who was their greatest king and what was the character of his rule?
2. What caused the dispute between Henry II. and Thomas a-Becket, and what was the result?
3. When did the Reformation begin in England? Trace briefly its progress to the time of Elizabeth.
4. When and what was the Petition of Right; the Bill of Right?
5. Why did England take part in the Crimean War?

AMERICAN HISTORY.

1. What people inhabited America before its discovery by Columbus?
2. What influences led Columbus to undertake the voyage?
3. When and by whom was Pennsylvania settled? Mention all the nationalities which had a part in the settlement?
4. Who were the Federalists? Explain the Hartford Convention.
5. What important landmarks in the slavery struggle took place during the administrations of Fillmore and Pierce?

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

GRECIAN HISTORY.

SEPTEMBER, 1892. TWO HOURS.

1. What was the character of the government and life in the Homeric age?
2. How widespread was the Grecian colonization? Mention three important Dorian colonies.
3. What was the Delian league, and how long did it last?
4. What part did Alcibiades and Lysander take in the Peloponnesian War?
5. When did Demosthenes the orator live, and what part did he take in the political events of his time?

ROMAN HISTORY.

1. Draw a map of Italy locating the Samnites, Iapygians, Etruscans, Latins, Umbrians, and two Greek colonies.
2. What were the Twelve Tables, and when drawn up?
3. Trace Hannibal's route from New Carthage to Cannæ. Explain the importance of the battle of the Metaurus. Give all dates.
4. Who composed the second Triumvirate, and what did it accomplish?
5. Who were the Antonines? Mention any important events in their reigns.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

ENGLISH.

SEPTEMBER, 1892. TWO HOURS.

I. Give an account of Lamb's boyhood and early impressions as made known to us in the essays of Elia; or, give as full an account as possible of the life of an English country gentleman in the eighteenth century, as described in the Coverley Papers.

The composition must be not less than sixty lines of foolscap, and must be correct in spelling, punctuation, and general arrangement.

II. Correct the following sentences, making the corrections, as far as possible, on the printed text:

1. Like Prometheus, he is represented as opposed to some at least of the superior deities, to Hera and Apollo. Like Prometheus, too, all his labours and sufferings were undergone in the service of men,

2. I have no wish to trample upon the memory of Napoleon the First, who I regard as by no means the worst of men, the most arbitrary of despots, or the most ambitious conqueror.

Optional.

3. Ulysses is the Latinised form of Odusseus, the hero of the second great Homeric poem. His character is entirely created by the poet and has a double interest for us; personally as a type of Greek character, socially as a type both of the early tribal chieftain and of the maritime pioneer. As a type of the Greek character we notice his unwillingness to go to the war at Troy in the first instance; he does not share the delight in fighting which marks the other leaders of the Trojan War, that present a more primitive type.

4. We certainly would hear much less discussion of this vexed question, if our standard for man's and woman's education was on a level, if it was the natural thing for an intelligent woman to give as much time and energy to study as it is for an intelligent man.

5. On the subject of indifference to music, no person ought to think with so much charity of others, nor speak with greater diffidence than myself.

6. In early times, schools were supported in great measure by private individuals; now the taxes of all support them;

they were then attended by the wealthier classes; at the present day their advantages are supposed to be enjoyed by all.

7. He has neither the justification of that conformity with observed phenomena, or of that conformity with abstract science which are rightly required of an innovator in philosophy

8. It is perhaps the finest of all Juvenal's satires, the mightiest, the sternest, and most deeply impressed, not merely by a sense of bitterness, but also of the deep responsibility of human life.

Optional.

9. Gifford was one of those men who compel respect, and who, being oneself blameless, one might even love; but having committed any error, one's first impulse would be to fly from him to the very end of the earth.

Optional.

10. He was one of those excellent men that the cruelties of his countrymen had stirred up, like they did Las Casas, Gasca, and many another noble name which is written in the book of life, to deeds of love and pious daring worthy of any age or creed.

11. He writes that he will be obliged to remain in Parliament until the close of the session, because the discussion in regard to the Education Bill which Mr. Jones, who is the member from X—, and who is a very particular friend of his, is bringing forward, is likely to be prolonged by the members from the county of Darby who are Mr. Jones's bitter opponents, and who are determined to defeat the bill if they possibly can do so.

12. Nor did they for a long time after that blessed union had been effected, which put an end to the state of hatred and hostility which existed between the two countries, and which has contributed so essentially to the happiness and prosperity of both, betake themselves to settled and industrious habits.

III. Punctuate (on the printed text) the following sentences:

1. Do you ask what Carlyle's own views on this important question were They are expressed with sufficient clearness in this paragraph taken from his inaugural address

Finally gentlemen I have one advice to give you which is practically of very great importance though a very humble one In the midst of your zeal and ardor for such I foresee will rise high enough in spite of all the counsels to moderate it that I can give you remember the care of health I have no doubt you have among you young souls ardently bent to consider life cheap for the sake of getting forward in what they are aiming at but you are to consider throughout much more than is done at present what it would have been a very great thing for me if I had been able to consider that health is a thing to be attended to continually that you are to regard that as the very highest of all temporal things for you There is no kind of achievement you could make in the world that is equal to perfect health. What to it are nuggets and millions The French financier said Why is there no sleep to be sold Sleep was not in the market at any quotation

2. As to the position pursuits and connections of Junius the following are the most important facts which can be considered as clearly proved first that he was acquainted with the technical forms of the Secretary of State's office secondly that he was intimately acquainted with the business of the war office thirdly that he during the year 1770 attended debates in the House of Lords and took notes of speeches particularly of the speeches of Lord Chatham fourthly that he was bound by some strong tie to the first Lord Holland

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EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

PHYSICS.

SEPTEMBER, 1892. TWO HOURS.

1. Describe in detail, using a diagram, the structure of a common water-pump. Explain what takes place when the piston is put down and up once, (1) before the water comes, (2) after it comes.

2. What is energy? Distinguish it from work. Define a dyne, an erg, a foot-pound. How many foot-pounds of work are done in lifting a weight of a ton up through a distance of 10 yards?

3. What is the proposition called the "Parallelogram of Forces"? Prove it. What is its value?

4. Illustrate the difference between the conduction and the convection of heat.

5. What is the process called distillation?

6. Describe in detail some one form of voltaic cell.

7. What is meant by the charge of electricity induced on a body?

8. How is an image formed by reflection from a plane mirror? Use a diagram to illustrate.

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EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

CHEMISTRY.

SEPTEMBER, 1892. TWO HOURS.

1. Describe what takes place when an electric current passes through acidulated water.
2. Oxygen, discuss its preparation; properties and distribution in nature.
3. What is meant by reduction? Give examples illustrating reduction.
4. How much ammonia can be obtained from fifty grams of ammonium chloride? $N=14$. $H=1$. $Cl=35.5$.
5. Describe the preparation and properties of the oxides of carbon.
6. Give the equation representing the action of sulphuric acid on fluorspar.
7. Describe the spectroscope, and explain how it can be used for detecting small quantities of certain metals.
5. How could you distinguish a silver compound from a copper compound?
9. How is illuminating gas manufactured, and of what does it consist?
10. Complete the following chemical quotations:—
 - (1) $2H_2SO_4 + Cu =$
 - (2) $Pb(NO_3)_2 + H_2SO_4 =$
 - (3) $4HCl + MnO_2 =$
 - (4) $AgNO_3 + NaCl =$

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EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

BOTANY.

SEPTEMBER, 1892. TWO HOURS.

1. Describe a living plant cell. Describe some of the different forms of cells as found in the vegetable kingdom.
2. Describe some of the lowest forms of plants. In what respects do they resemble animals?
3. What is the difference between a spore and a seed? What organs of the plant do you find in the seed?
4. How do seeds of Monocotyledons differ from those of Dicotyledons? Do you know of any other differences between these two?
5. In what respects does a stem differ from a root?
6. What is the function of leaves? Of roots?
7. What are epiphytes? Parasites? Give examples of each.
8. How are leaves distributed on the stems?
9. What is meant by a perfect flower? A neutral flower? Give examples.
10. Define the terms rhizome, stipules, runner.

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EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

PHYSIOLOGY.

SEPTEMBER, 1892. TWO HOURS.

1. What organs lie in the thoracic cavity?
2. What is cartilage? Where found? How useful?
3. What difference in action between smooth ("plain") and striped ("striated") muscles?
4. How are animals dependent upon plants?
5. Structure and function of kidney.
6. What do the sweat glands do?
7. What is the physiological value of a good tooth brush?
8. What is the structure of the human eye, and how are the parts useful?

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EXAMINATION FOR MATRICULATION.

GROUP III. (*Counted as one section.*)

PHYSICAL GEOGRAPHY.

SEPTEMBER, 1892. TWO HOURS.

1. What are the constituents of the atmosphere? Describe the barometer. Why do its indications vary with the amount of moisture in the air? Explain what is meant by an atmospheric pressure of 30 inches.
2. Account for the rise and decline of a cyclone, giving reasons for all statements; make use of diagrams where possible.
3. Discuss as fully as you can the temperature of the ocean, dealing with the effects of depth, ice, currents, winds, etc., and compare it with that of the land.
4. Describe, and give the causes that lead to, the formation of stratified, unstratified and metamorphic rocks.
5. Discuss the climate of any well-known place, giving reasons where you can for its nature.
6. Give a brief account of the formation and motion of glaciers.
7. Why is it possible to divide the land surface of the earth into primary biological regions?
8. Why do animals depend upon plants for their food?

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EXAMINATION FOR MATRICULATION.

GROUP IV. (Counted as one section.)

GREEK.

GRAMMAR AND PROSE COMPOSITION.

ONE HOUR.

1. In the passage Anabasis I. 4. 11-12 :

“ Ἐντεῦθεν ἐξελαύνει σταθμοὺς τρεῖς παρασάγγας πέντε καὶ δέκα ἐπὶ τὸν Εὐφράτην ποταμόν, ὄντα τὸ εὖρος τεττάρων σταδίων . καὶ πόλις αὐτόθι ᾤκειτο μεγάλη καὶ εὐδαίμων, θάψακος ὀνόματι. Ἐνταῦθα ἔμεινεν ἡμέρας πέντε . καὶ Κύρου μεταπεμφόμενος τοὺς στρατηγούς τῶν Ἑλλήνων ἔλεγεν ὅτι ἡ ὁδὸς ἔσοιτο πρὸς βασιλέα μέγαν εἰς Βαβυλῶνα, καὶ κελεύει αὐτοὺς λέγειν ταῦτα τοῖς στρατιώταις καὶ ἀναπεῖθαι ἔπεσθαι. Οἱ δὲ ποιήσαντες ἐκκλησίαν ἀπήγγελλον ταῦτα ὅτι οἱ δὲ στρατιῶται ἐχαλεπαινόν τοῖς στρατηγοῖς καὶ ἔφασαν αὐτοὺς πάσαι ταῦτ' εἰδότες κρύπτειν ἢ καὶ οὐκ ἔφασαν εἶναι ἔάν μή τις αὐτοῖς χρήματα διδῶ, ὥσπερ καὶ τοῖς προτέροις μετὰ Κύρου ἀναβᾶσι, παρὰ τὸν πατέρα τοῦ Κύρου ἢ καὶ ταῦτα οὐκ ἐπὶ μάχην ἰόντων, ἀλλὰ καλοῦντος τοῦ πατρὸς Κύρου.”

Explain the case of εὖρος and σταδίων. Give the reason for the tense and mood of ἔσοιτο. Which verb is modified by the negative in οὐκ ἔφασαν εἶναι? Explain the tense of διδῶ.

2. In the passage Anabasis III. 5. 17-18 :

“ Ἀκούσαντες ταῦτα οἱ στρατηγοὶ ἐκάθισαν χωρὶς τοὺς ἑκασταχόσε φάσκοντας εἰδέσθαι, οὐδὲν δὴλον ποιήσαντες ὅποι πορεύεσθαι ἔμελλον. Ἐδόκει δὲ τοῖς στρατηγοῖς ἀναγκαῖον εἶναι διὰ τῶν ὀρέων εἰς Καρδούχους ἐμβάλειν . τούτους γὰρ διελθόντας ἔφασαν εἰς Ἀρμενίαν ἵξειν, ἧς Ὀρόντας ἤρχε πολλῆς καὶ εὐδαίμονος. Ἐντεῦθεν δ' εὐπορον ἔφασαν εἶναι ὅποι τις ἐθέλοι πορεύεσθαι. Ἐπὶ τούτοις ἐθύσαντο, ὅπως ἡνίκα καὶ δοκοίη τῆς ὄρας, τὴν πορείαν ποιῶντο ἢ τὴν γὰρ

ὑπερβολὴν τῶν ὀρέων ἐδεδοίκεσαν μὴ προζαταληφθεῖν· καὶ παρήγγειλαν ἐπειδὴ δειπνήσειαν συνεσκευασμένους πάντας ἀναπαύεσθαι, καὶ ἔπεσθαι ἥνικ' ἂν τις παραγγέλλῃ."

Decline *φάσκοντες*, *οὐδέν*, *τούτους*, *πολλῆς*. Give the first person singular of the active present, aorist, and perfect of all the verbs in this passage. Explain the case of *ἦς* (*ἡρχε*) and of *ῶρας*. Write in Greek the grammatical subject of *εἰδέναι*, give the syntactical construction of *ἀναγκαῖον εἶναι*, and write out in full the present indicative of these two verbs. Define and give an example of proclitic, enclitic, augment, retrogressive accent, and gerundive.

3. Write in Greek: They fought at the same time they were marching. There was no way around the river. He said that it was true. Remember that you must be good and do good to others. If it were true it were well.

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EXAMINATION FOR MATRICULATION.

GROUP IV. (*Counted as one section.*)

GREEK.—ANABASIS.

ONE HOUR.

1. Translate Anabasis I., 4, 11-12.
2. Translate Anabasis III., 5, 17-18.
3. Translate IV., 1, 24-25.
4. Illustrate from this passage the main principles of indirect discourse in Greek.
5. Translate (at sight) Anabasis VII., 1, 1-2.

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EXAMINATION FOR MATRICULATION.

GROUP IV. (*Counted as one section.*)

GREEK.—ILIAD.

ONE HOUR.

1. Translate Iliad III. 161-175.
2. Indicate the Epic forms in this selection, and write out their Attic equivalents.
3. Translate Iliad, Book I., 188-205.
4. What forms would be used in Attic prose instead of the following: ὡς, φάτο, γένετ', εἶος, ταῦθ', κολεοῖτο, ἔλε, οἶ, ὄσσε, φάανθεν, μιν, ἔπεα, τοι, ἐρέω, οἶω.

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EXAMINATION FOR MATRICULATION.

GROUP ~~IV~~ ^{III}. (Counted as ^{three} ~~one~~ section.)

FRENCH.

FEBRUARY, 1893. THREE HOURS.

1. Give the present indicative, future and subjunctive of the following verbs :

Mettre, tenir, lever, croître, boire, s'asseoir, faire, souffrir, vouloir, jeter, croire, peindre, envoyer, mourir.

2. TRANSLATION.

Une des choses qui m'avaient le plus désappointé, en Suisse, était l'envahissement de nos modes non seulement dans les hautes classes de la société, les premières toujours à abandonner les mœurs de leurs ancêtres, mais encore parmi le peuple, conservateur plus religieux des traditions paternelles. Je me trouvai certes bien dédommagé de ma longue attente par le hasard qui réunissait sous mes yeux, et dans toute leur coquetterie, les plus jolies paysannes des cantons voisins de Berne. C'était la Vaudoise aux cheveux courts, abritant ses joues roses sous son large chapeau de paille pointu ; la femme de Fribourg qui tourne trois fois autour de sa tête nue les nattes de ses cheveux dont elle forme sa seule coiffure ; la Valaisane, avec son chignon de marquise et son petit chapeau brodé de velours noir, d'où pend jusque sur son épaule un large ruban brodé d'or ; enfin, la Bernoise elle-même avec sa petite calotte de paille jaune, chargée de fleurs comme une corbeille, posée coquettement sur le côté de la tête, et d'où s'échappent par derrière deux longues tresses de cheveux blonds ; son nœud de velours noir au cou, sa chemise aux larges manches plissées et son corsage brodé d'argent.

A. Dumas.

Entourée comme autrefois des portraits de ses ancêtres, à la lueur d'une lampe avare, près de deux tisons qui fumaient au fond de l'âtre, la marquise était assise dans son vieux fauteuil de chêne. Ses traits amaigris, ses yeux caves racontaient les luttes intérieures qu'elle avait soutenues, le travail sourd, mystérieux, inavoué, qui depuis quatre ans se faisait en elle. Elle n'était plus que le spectre d'elle-même, mais gardait encore quelque chose de majestueux et de superbe : on la sentait vaincue, non soumise. Autour d'elle tout s'était écroulé, tout en elle souffrait et gémissait ; mais son orgueil restait debout, comme une citadelle assaillie, minée, pressée de toutes parts, mais qui tient bon, combat, résiste et refuse de capituler, pendant qu'à ses pieds la ville assiégée, écrasée par les boulets, dévastée par la mort et par la famine, crie grâce et merci, et ne demande qu'à se rendre. Jamais la solitude et l'ennui n'avait pesé sur son cœur d'un poids si lourd qu'en cette soirée d'octobre : elle était accoudée, la tête appuyée sur sa main, quand la porte s'entr'ouvrit et laissa se glisser un enfant. Intimidée par la grande figure qui se tenait au coin du foyer, l'enfant qui était entrée souriante, s'arrêta interdite au milieu du salon.

Sandeau.

Tous les enfants des écoles, les chantres et les pompiers marchaient sur les trottoirs, tandis qu'au milieu de la rue, s'avançaient premièrement : le suisse armé de sa hallebarde, le bedeau avec une grande croix, l'instituteur surveillant les gamins, la religieuse inquiète de ses petites filles ; trois des plus mignonnes, frisées comme des anges, jetaient dans l'air des pétales de roses ; le diacre, les bras écartés, modérait la musique ; et les deux encenseurs se retournaient à chaque pas vers le Saint-Sacrement, que portait, sous un dais de velours ponceau tenu par quatre fabriciens, M. le curé, dans sa belle chasuble. Un flot de monde se poussait derrière, entre les nappes blanches couvrant le mur des maisons, et l'on arriva au bas de la côte.

Flaubert.

3. Tu ne lèveras point la main contre ton frère,
Et tu ne verseras aucun sang sur la terre,
Ni celui des humains, ni celui des troupeaux,
Ni celui des poissons, ni celui des oiseaux :
Un cri sourd dans ton cœur défend de le répandre,
Car le sang est la vie, et tu ne peux la rendre.
Tu ne te nourriras qu'avec les épis blonds
Ondoyant comme l'onde aux flancs de tes vallons,
Avec le riz croissant en roseaux sur tes rives,
Table que chaque été renouvelle aux convives,
Les racines, les fruits sur la branche mûris,
L'excédent des rayons par l'abeille pétris,
Et tous ces dons du sol où la sève de vie
Vient s'offrir de soi-même à ta faim assouvie.
La chair des animaux crierait comme un remord,
Et la mort dans ton sein engendrerait la mort ! . . .
Tu boiras l'eau du ciel que la source distille,
Et tu n'exprimeras dans ta coupe d'argile
Ni les sucs du pavot qui verse le sommeil,
Ni le jus enivrant du pampre au fruit vermeil.
Entre l'âme et les sens, la sagesse infinie
A de son doigt divin établi l'harmonie,
Tu la respecteras ; l'ivresse la détruit,
Quand la raison s'éteint ton âme est dans la nuit.

Lamartine.

Puisque l'espoir serein dans mon âme est vaincu ;
Puisqu'en cette saison des parfums et des roses,
O ma fille ! j'aspire à l'ombre où tu reposes,
Puisque mon cœur est mort, j'ai bien assez vécu.
Maintenant mon regard ne s'ouvre qu'à demi ;
Je ne me tourne plus même quand on me nomme ;
Je suis plein de stupeur et d'ennui, comme un homme
Qui s'éveille avant l'aube et qui n'a pas dormi.
Je ne daigne plus même, en ma sombre paresse,
Répondre à l'envieux dont la bouche me nuit.
O Seigneur ! ouvrez-moi les portes de la nuit,
Afin que je m'en aille, et que je disparaisse !

Hugo.

Un groupe délaissé de chanteurs ambulants
Murmurait sur la place une ancienne romance.
Ah ! comme ces vieux airs qu'on chantait à douze ans
Frappent droit dans le cœur aux heures de souffrance !
Comme ils dévorent tout ! comme on se sent loin d'eux !
Comme on baisse la tête en les trouvant si vieux !
Ah ! comme ils voltigeaient frais et légers oiseaux
Sur le palais doré des amours enfantines !
Comme ils savent rouvrir les fleurs des temps passés,
Et nous ensevelir, eux qui nous ont bercés.

Musset.

Je passerai l'été dans l'herbe, sur le dos,
La nuque dans les mains, les paupières mi-closes ;
Sans mêler un soupir à l'haleine des roses,
Ni troubler le sommeil léger des clairs échos ;
Sous le pavillon d'or que le soleil déploie,
Mes yeux boiront l'éther, dont l'immuable joie
Filtrera dans mon âme au travers de mes cils,
Et je dirai, songeant aux hommes : " Que font-ils ?"
Et le ressouvenir des amours et des haines
Me bercera, pareil au bruit des mers lointaines.

Sully-Prudhomme.

BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GROUP IV. (*Counted as three sections.*)

GERMAN.

SEPTEMBER, 1892. THREE HOURS.

1. Give (together with the article) the genitive singular and the genitive plural of the nouns :

Amt (n.)	Jahr (n.)	Schuh (m.)
Fürst (m.)	Kuh (f.)	Spur (f.)
Fürstin (f.)	Maus (f.)	Tugend (f.)
Geist (m.)	Ohr (n.)	Vetter (m.)

2. Decline "der grüne Baum" and "ein grüner Baum."

3. Give in the second person singular (1) the present indicative, (2) the preterite, (3) the preterite subjunctive, and (4) the past participle of the following verbs :

absetzen	entziehen	lügen
anfangen	erleiden	umkommen
besitzen	fortgehen	verfassen
einfügen	gestehen	weglaufen

Translate the following passages, leaving blank spaces for the words that you do not remember :

4.

Als man ausstieg, kam ihnen die ziemlich bejahrte Wirtin auf dem kleinen Flur entgegen. "Willkommen! schön willkommen!" rief sie halb im Scherz, aber mit der herzlichsten Freundlichkeit. "Also der alte Herr ist mein Herr Vetter? Freue mich, Sie in die Verwandtschaft zu bekommen."

“Wo ist meine Tochter?” fragte der Herr von Beauvais.

“St! St!” sagte Barbe mit bedeutsamer Miene; “das kleine Mühmchen schläft oben in der Stube, die du nun auch bewohnen wirst, mein geehrter Herr Vetter.”

“So ist es recht,” sagte der Doktor, “lernt euch nur hübsch ein in euren Ton, und was macht der kranke Josef?”

“Ach Gott!” sagte die Alte, “der hat den Schreck nicht verwunden, der arme Mensch ist da unten in dem andern Dorfe verschieden.”

“Armer Josef!” seufzte der Rat.

“Aber machen Sie sich’s doch bequem,” fuhr die Alte fort. “Setze dich doch, Vetter, armer Mann, da auf den weichen Stuhl; du musst es jetzt vergessen, dass du es sonst besser gewohnt gewesen bist.”

“Nun,” fragte Vila, “und die Wirtschaft, wie geht sie? Was macht der Mann?”

“Danke der gütigen Nachfrage,” antwortete die Geschwätzige. “Ach! lieber Gott! aus dem wird nichts, der bleibt ein Windbeutel sein lebelang.”

“Lasst ihn nur erst etwas zu Jahren kommen,” sagte Vila “so vergeht ihm der Mutwillen schon.”

“Ach du lieber Himmel!” rief sie aus, “er ist ja nun schon über die Fünzig; daran liegt es nicht, an einem verständigen Alter hat es ihm Gott nicht fehlen lassen; die Jugend drückt ihn nicht mehr, aber alle Mühe ist an ihm verloren.”

“Ist er denn faul, Alte? Oder bringt er Euch das Eurige durch?”

“Nein,” fuhr sie lebhaft fort, “das muss man ihm nachsagen, er wendet nichts auf sich, er gönnt sich kaum das liebe Brot, und herumlaufen, arbeiten, handanlegen thut er auch genug. Aber er bringt nichts vor sich. Je nun, die Zeiten sind auch nicht mehr wie ehemals.”

“Also der Verdienst bleibt aus?”

“Gewiss, verehrtester Herr Medikus. Sehn Sie, hier bei uns zu Lande heisst mein Alter weit und breit nur der kluge Mann. Wo ein Vieh krankt, wo ein Mensch Siechtum hat, da wird er gerufen, und das muss wahr sein, der Himmel hat einen aparten Segen in seine Hand gelegt, denn was er beinahe nur berührt, wird besser.”

“Ihr habt auch was von ihm gelernt,” bemerkte Vila.

“Sollte in so vielen Jahren nicht etwas hängen bleiben?” antwortete sie bescheiden. “Aber wenn er nur nicht das Meiste sogar umsonst thäte, so wäre das alles recht gut und schön.”

(*Tieck.*)

5.

Sie haben durch die gute Aufnahme des jungen Mannes, der sich mit einem Briefe von mir bei Ihnen vorstellte, eine doppelte Freude gemacht, indem Sie ihm einen heitern Tag und mir durch ihn eine lebhaft mündliche Nachricht von sich, Ihrem Zustande, Ihren Arbeiten und Vorzätzen verschafften.

Diese lebhaft Unterhaltung über Sie in den ersten Augenblicke seiner Wiederkunft verbarg mir, wie sehr er sich in seiner Abwesenheit verändert hat. Als er auf Akademien zog, versprach er viel. Er trat aus der Schule, stark im Griechischen und Lateinischen, mit schönen Kenntnissen beider Literaturen, bewandert in der alten und neuen Geschichte, nicht ungeübt in der Mathematik, und was noch Alles erfordert wird, um dereinst ein tüchtiger Schulmann zu werden; und nun kommt er zu unserer grössten Betrübniß als Philosoph zurück. Der Philosophie hat er sich vorzüglich, ja ausschliesslich gewidmet, und unsere kleine Sozietät, mich eingeschlossen, die wir denn freilich keine sonderlichen philosophischen Anlagen zu haben scheinen, ist sämmtlich um Unterhaltung mit ihm verlegen. Was wir verstehen, interessiert ihn nicht, und was ihn interessiert, verstehen wir nicht. Er redet eine neue Sprache, und wir sind zu alt, sie ihm abzulernen.

Was ist das mit der Philosophie, und besonders mit der neuen für eine wunderliche Sache! In sich selbst hineinzugehen, seinen eigenen Geist über seinen Operationen zu ertappen, sich ganz in sich zu verschliessen, um die Gegenstände desto besser kennen zu lernen! Ist das wol der rechte Weg?

Doch hievon ja nichts weiter! Die Politik hat mir meinen Humor nicht verdorben, und es soll der Philosophie gewiss auch nicht gelingen. Also geschwind ins Asyl der Kunst, geschwind zur Geschichte, die ist versprochen habe, damit nicht diesem Briefe gerade das mangle, weshalb er angefangen ist.

(*Goethe.*)

Ich sah dich heut' im bangen Traum der Nacht :
 Dein blaues Auge hat mir nicht gelacht ;
 Du gingst von mir ! Da bin ich aufgewacht.
 Durch's Fenster fiel der Sterne bleiches Licht,
 Und Thränen strömten mir vom Angesicht—
 Verlass mich nicht !

Du reichst dem müden Wanderer treu die Hand ;
 Du bist der Friede, der mir einst entschwand
 Und den ich doppelt glücklich wiederfand !
 Umschmiege meinen Busen weich und dicht,
 Dass nicht der Wünsche Schwarm ins Freie bricht !—
 Verlass mich nicht !

Ob fort mich riss des Lebens wilde Flut,
 Ob ich geirrt in dunklem Übermüt,
 Du machst mich wieder still und stark und gut !
 Du bist der Mond, der aus den Wolken bricht
 Und mir die Heimat zeigt in goldnem Licht—
 Verlass mich nicht ! (R. Niggeler.)