1894

Bryn Mawr College Specimen Matriculation Papers

Bryn Mawr College

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Examinations for matriculation will be held during the week preceding the opening of each academic year, and also during the last week of each academic year. Examinations for matriculation will also be held during the last week of the first semester of each year, but only at Bryn Mawr College, and for those candidates only that intend to enter College at the half-year.

**JUNE, 1895.**

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<tr>
<th>Date</th>
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<tr>
<td>MAY 31</td>
<td>English Grammar, etc., 9 1/2–11</td>
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**SEPTEMBER, 1895.**

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MAY 29.

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The examination for matriculation must be taken by all that wish to pursue their studies at the College, either as candidates for a degree or as special students, unless they present certificate of honorable dismissal from some college or university of acknowledged

*The February examinations are open to those candidates only that intend to enter college at the half-year.
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 certificates will be given to those who are successful in passing the examination.

The subjects in which the candidate for matriculation must be examined are divided, for convenience of marking, into fifteen sections. A candidate may divide the examination into two parts, provided that not more than one calendar year and the summer recess elapse between the two parts of the examination. Should the candidate pass in fewer than three sections in the first division of the examination, the entire examination must be repeated.

In addition to the subjects hitherto included in the examination for matriculation, the College minor course in Latin may also be offered for examination by candidates for admission that wish to enter with advanced standing; but this course in Latin, Solid Geometry and Trigonometry, or the fourth language, can not be substituted for any part of the fifteen sections.

Candidates are expected to show by their papers that all the subjects required for matriculation have been studied for a reasonable length of time, and are not presented as a mere form; and all entrance conditions must be passed off within twelve months after the student enters the College classes, on penalty of exclusion from the College.

Examinations for matriculation are held in June and September of every year at Bryn Mawr College, and in June of every year in Baltimore, Germantown, and Indianapolis. An examination for matriculation will also be held during the last week of the first semester of each year, but only at Bryn Mawr College, and for those candidates only that intend to enter the College at the half-year. In June, but not in September, examinations may also be held by request in Boston, California, and in London or Paris; and examinations may also be arranged for in other places. In June, 1895, the Bryn Mawr examinations will be held in Baltimore, Boston, Bryn Mawr, Chicago, Germantown, Indianapolis, Louisville, New York, London, Philadelphia, Pittsburg, and San José, California.

Except in cases where the College has made special arrangements with schools, 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, and to the following graduates of Bryn Mawr College, who have kindly consented to serve as Honorary Corresponding Secretaries:

MARY McMURTRIE, A.B., Chestnut Hill, Philadelphia.
SOPHIA WEYGANDT HARRIS, A.B. (Mrs. John McArthur Harris), 5305 Main Street, Germantown.
EDITH PETTIT, A.B. (after June, 1895), 2205 Trinity Place, Philadelphia.
BERTHA HAVEN PUTNAM, A.B., 245 W. 75th Street, New York City.
MARGARET THOMAS CAREY, A.B. (Mrs. Anthony Morris Carey), 832 Eutaw Street, Baltimore.
EMILY GREENE BALCH, A.B., Prince Street, Jamaica Plain, Boston.
ELIZA RAYMOND ADAMS, A.B., 148 New York Street, Indianapolis.
CATHARINE BEAN COX, A.B. (Mrs. ISAAC M. Cox), Tulare, Tulare Co., California.

Applications for admission to the examinations for matriculation should be made to the Secretary of Bryn Mawr College, Bryn Mawr, Pennsylvania.
All candidates for matriculation must be examined in the following three groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>I</td>
<td><em>Algebra, 2.</em></td>
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<tr>
<td></td>
<td><em>Plane Geometry, 1.</em></td>
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<tr>
<td>II</td>
<td><em>Latin Grammar and Composition, 1.</em></td>
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<tr>
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<td><em>Sight reading in Latin prose, 1.</em></td>
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<tr>
<td>III</td>
<td><em>Sight reading in Latin poetry, 1.</em></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>IV</td>
<td><em>Grammar, 1.</em></td>
</tr>
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<td><em>Prose,</em></td>
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<td><em>Poetry,</em></td>
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<td><em>German, 3.</em></td>
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</tbody>
</table>

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

- **Advanced**
  - Solid Geometry,
  - Plane Trigonometry.
- **Mathematics**
  - Plane Trigonometry.

*A fourth language,*

- *Greek (as above)*
- *French (as above)*
- *German (as above)*

*Students that have omitted Greek in the examination for matriculation may substitute for the beginners' course in Greek the minor course in Latin, see page 71. And the minor course in Latin may also be offered for examination by students that wish to enter with advanced standing, or by any student without entering the college classes, under the following regulations:

I. The Minor Course is considered for this purpose, as comprising,
   - (b) Horace, *Odes*, *Epodes*, and *Carmen Saeculare*, except *Odes* i. 25, 27, 33, 36; ii. 5; iii. 6, 15, 20; iv. 1, 8, 10, 13; *Ep. 3*, 5, 8, 11, 12, 15, 17.

II. No substitutions will be allowed for any of the above requirements except in the case of students that enter with advanced standing from other colleges.

III. There will be two examinations; one in section (a), the other in section (b); each three hours in length.

IV. These examinations will be held only at the regular matriculation examinations, at the beginning and close of the college year.

V. Failure to pass the Prose Composition involves a condition on the whole section (a), but no separate report will be made.
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 a candidate pass in fewer than three sections in the first division of the examination, the entire examination 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 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.

II. Latin.—(1) Grammar and Composition. (2) Translation at sight of simple passages in Latin prose. (3) Translation at sight of simple passages in Latin poetry. Due allowance is made for unusual words, and there are questions testing the candidate's practical knowledge of grammar and prosody.†

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

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

VI. Section (a) may be taken at one time, and section (b) later if desired, or the reverse, or one section may be passed off, and the second section taken in college. But no student will be allowed to postpone these examinations beyond the beginning of her last year in college.

VII. No requirements are laid down respecting a student's preparation for these examinations.

The first regular examination will be in June, 1895.

* 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.

† In the examinations in the spring and autumn of 1895, candidates will be given their choice of two papers in reading, one covering the requirements hitherto announced in Cesar, Cicero, and Virgil; the other containing simple passages, but likewise from Cesar, Cicero and Virgil, to be translated at sight. In subsequent examinations only the sight paper will be offered, and the range of authors will not be thus restricted.
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 Greece and Rome; or the outlines of the History of England and the United States.

Oman's History of Greece (second edition); Allen's History of the Roman People; Gardiner's A Student's History of England; Johnston's History of the United States and The United States; its History and Constitution, are recommended. It is also recommended, though in no sense required, that candidates become familiar, by means of carefully selected collateral references, with other books somewhat different in character from those mentioned above; such as, for Grecian History, Holm's History of Greece, vol. 1; Epochs of Ancient History, edited by Cox and Sankey, published by Longman; for Roman History, Schuckburgh's History of Rome; Headlam's Outlines of Roman History; Epochs of Ancient History; for English History, English History from Contemporary Sources, edited by Hutton and Powell, published by Putnam; Epochs of English History, edited by Creighton, published by Longman; for American History, Epochs of American History, edited by Hart, published by Longman.

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

In 1896 candidates must be familiar with Chaucer's Knight's Tale; Shakespeare's Merchant of Venice, and Twelfth Night; Milton's L'Allegro, II Penseroso, Comus and Lycidas; Macaulay's Essay on Addison; Addison's Sir Roger de Coverley Papers.

In 1896 candidates must be familiar with Chaucer's Prologue to the Canterbury Tales; Shakespeare's Tempest and As You Like It; Milton's Comus and Lycidas; Addison's Sir Roger de Coverley Papers; Matthew Arnold's Essay on Gray and Essay on A Guide to English Literature; Wordsworth's Michael and The Leach Gatherer; Coleridge's Ancient Mariner and Christabel; Shelley's Adonais and Sensitive Plant; Keats's Eve of St. Agnes.

In 1897 candidates must be familiar with Chaucer's Clerk's Tale; Shakespeare's Merchant of Venice and As You Like It; Milton's Samson Agonistes, L'Allegro and II Penseroso; Addison's Sir Roger de Coverley Papers; Matthew Arnold's Essay on Gray and Essay on A Guide to English Literature; Wordsworth's Michael and The Leach Gatherer; Keats's Eve of St. Agnes; Shelley's Adonais and Sensitive Plant; Coleridge's Ancient Mariner and Christabel.

The books recommended (for the years 1895, 1896, 1897) 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. A comparatively small amount of reading is prescribed because 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. Hill's Foundations of Rhetoric and Abbott's How to Write Clearly and Bigelow's Handbook of Punctuation, are recommended as aids to correct arrangement and punctuation.

The books given in 1895 will be required of candidates taking the examinations in the spring and autumn of 1895, and of candidates entering College in February, 1896.

Candidates passing off conditions after admission to College may offer the books prescribed in the examination in which the condition was imposed.

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), or Foster's Physiology for Beginners, 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. It is recommended, though in no sense required, that candidates should have some knowledge of the metric system.
IV. Two of the following languages:

Greek.—(1) Grammar and Composition. (2) Translation at sight of simple passages in Attic prose, such as Xenophon’s Anabasis or Memorabilia; (3) Translation at sight of passages of average difficulty from Homer. Due allowance is made for unusual words, and there are questions testing the candidate’s practical knowledge of grammar, including prosody. In the spring and autumn examinations of 1895, candidates may offer either sight-translation or the amount of reading hitherto required, namely, four books of the Anabasis and three books of the Iliad; the exercises in composition will be the same in both cases.

White’s Beginners’ Greek Book and Jones’ Exercises in Greek Prose, or equivalents, are recommended.

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, être, faire, mettre, prendre, pouvoir, vouloir, tenir, venir, voir, écouter, 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.

Teachers preparing students for this examination are advised to train their pupils to write French from dictation in order to enable them to understand lectures delivered in that language.

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 for examination Greek and French, or Greek and German, or French and German.

All subjects potentially included in the examination for admission are regarded by the College as preparatory and non-collegiate. The College course of instruction in mathematics, for example, does not include but presupposes trigonometry; the courses in French and German suppose a reading knowledge of these languages.

It is therefore to the interest of every candidate to offer, at entrance, advanced mathematics, and if possible all four languages, since even to fail in such of these examinations as are not strictly obligatory, will not affect the candidate’s collegiate standing, and to pass them successfully will leave her nearly free for elective study under the Group System and for true collegiate work. Great pains have been taken in the organisation of the collegiate courses; and it is not desirable that the time of students within the College should be needlessly withdrawn from these and spent upon preparatory work.
SPECIMEN
MATRICULATION PAPERS.

JUNE AND SEPTEMBER, 1894.
BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

GREEK. (Counted as three sections.)

FIRST SECTION: GRAMMAR AND COMPOSITION.

September, 1894.

(One hour if all three sections are taken. One and a half hours if only one or two sections are taken at one time.)

I. Anab. II., 5, 27–28. Give the parts of all the verbs in § 27. Explain the construction of the participle oiόμενος and cite any similar usages. Illustrate the use of αδρός by writing sentences which contain the word. Translate these sentences. Explain the subjunctive όι άνέλυχθωσι. Write in direct discourse the sentence beginning with ζηγη.

II. In Anab. III., 3, 19, state the component parts of αίχμαλώτως, σχεδοφοροῦντες. Inflect πάντας in the singular, νοστός in all numbers.

III. In Iliad I., 292–303, give the Attic equivalents for the Homeric Forms.

IV. Translate:

1. I feared that this would happen.
2. If the horsemen arrive before the battle, we will conquer.
3. Let us all endeavor to be worthy of this city in which our fathers lived.
4. Would that our general had not died.
5. If he had done this, he would have injured me greatly.
I. Translate Anabasis II., 5, 27-28:

'Ex toûtôn dê tôn lógon o Tiasaphéróns fílophronnómenos tûte
mûn ménein te autôn èkéllese kai súndeipnon èptoiṣamai ' tê dê
ósteraia o Kléarchos, èkîôn èpti tò stratôpédôn, dêlhos t' ën pánw
philikês ouîménos diakèthesi tû Tiasaphérein, kai èlègen èkéinov
apìggrelán' èfêi te xhrînai ën na para Tiasaphérôn ouî èkéllese,
kaì oî òn èxeleukhôson diabâllontes tûn 'Ellênwn, òws proðôta
autôs kai xakînous toîs "Ellêsan òntas tîmârêthnai. 'Upôpotei
dê èi nein tûn diabâllonta Mênona, eîdôs autôn kai sughugnêmenov
Tiasaphérôs met' 'Arunai kai stastâznata autôf kai èptiôleúntonta
ôpous tò stratêzma ãpâv proû éautûn lâdòn filôi ë Tiasaphérein.

II. Translate Anabasis III., 3, 19-20:

' èrôw dê kai ïptou os òntas ev tô stratêûmati, toûs mûn teîas
par' èmôi, toûs dê tôf Kledârkhos katâlelêménous polloydê dê kai
allou aîgymalóstous skêuoforouûntas. 'An ouî toûtouîs pántas
èkleixontes skêuofóra mûn autidâmêmen, toûs dê ïptous eîs ïppêas
katakeunásomev, ësos kai oûtoî te toûs fûgountas anâsosouvai.
'Edoxei tauta kai taûtê par' ëkîôn ouîkotòs fêndônntai mûn eîs
diaxôsias ègrînonto, ïptou dê kai ïppêis èdóukimâsทน ës
bêsteraia eîs pevêtî-

konta, kai stôlades kai thôrakes autôs èparrasândai kai ïppa-

par- chos dê èpistâdê Lîkîos ë Oholôstrátou 'Athnaios.

IV. Translate Anabasis IV., 4, 22-23:

'Epêudi dê èpôthônto tâuta oî tûv òplôtov stratêgôri, èdôkkei
autôis ápînên tûn tachîsthn èpti tò stratôpêdon, ùî tis èptêsis
gênoîto toîs katâlelêménov. Kâi eîthôs ìnaxaleûsanain toî
cûlînti ápîsansan, kai ìfîkînto adhýmerov èpti tò stratôpêdon.
EXAMINATION FOR MATRICULATION.
GREEK. (Counted as three sections.)

THIRD SECTION: HOMER.
September, 1894.

(One hour if all three sections are taken. One and a half hours if only one or two sections are taken at one time.)

I. Translate Iliad I., 292–303:

τὸν δ’ ἄρ’ ὑποβλήθην ἥμετέροι δίος Ἀχιλλέως

"ἡ γάρ χεὶς δειλός τε καὶ ὀὕτωσι δοξαίοι,
ei ἥ σοι πάν ἔργων ὑπείρωμαι, ὅτι τε εἰπής.

ἀλλοιον δὴ ταῦτ’ ἐπιτέλλειν’ μὴ γάρ ἐμοὶ γε
σήμαι’ οὐ γὰρ ἐγὼ γ’ ἔτι σοι πείσασθαι οἴω
ἀλλο δὲ τοι ἔρειν, σὺ δ’ ἐνερει βάλλει σήμαν.
χερσὶ μὲν οὐ τοι ἐγὼ γε μαχὴσομαι εὐνεκα χούρῃς,
οὔτε σοι οὔτε τῷ ἄλλῳ, ἐπεὶ μ’ ἀφέλεσθέ γε δώτες.

τὸν δ’ ἄλλων ἃ μοι ἔστι δυνῆ παρὰ νὴ μελαίνῃ,
τῶν οὐκ ἢ τι φέροις ἀντίλον ἄξιοντος ἔμειν, ἔπει τὸν μήν, πείρῃσαι, ἣν γνῶσι καὶ αὐδῆ:
αἰσχὸ τοι αἴμα κελαίνῳ ἐρωήσης περὶ δωρὶ οὐδὲ.

Scan 302, 303, marking the cæsuras.

II. Translate Iliad II., 85–94:

ὡς ἄρα φωνήσας βουλῆς ἐξ ἐρμὶ νέεσθαι, ὁδ’ ἐπανάστησαν πείδουστο τε πιμένι λαῶν

σχηπτούχι βασιλῆς. ἐπισαβέουστο δὲ λαοί.

ἵπτε ἔθνεα εἰςε μελισσάμων ἀδυνάμων
πέτρης ἐκ γαλαξυρῆς αἰεὶ νέων ἐρχομενῶν.
BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

LATIN. (Counted as three sections.)

FIRST SECTION: GRAMMAR AND COMPOSITION.

September, 1894.—One Hour.

1. Define filia, daughter, caro, flesh, alius, other. Compare bonus, celer, audax, facilis. What is the peculiarity in conjugation of verbs like capere? Give principal parts of aperire, ardere, frangere, mergere, ulcisci, vincire.

2. Dixit patri suo, fratrem illius sibi librum dedisse, quem ille ab avunculo suo scriptum esse diceret. Discuss the use of the pronouns in this sentence. Turn ama patrem, si matrem amas, into indirect discourse after a past tense.

3. Pity thy sister, for her money has been taken from her. Consult your father, if you do not know where your friend lives. Miltiades was accused of a great crime. It is of great advantage to me to be able to cure the sick. Relying on God let us try to free our country from danger. I envy you your pretty house. This town is ten miles from Philadelphia.

Use among others the following words: accusare, aegrotus, auferre, conari, consulere, distare, fretus, habitare, invidere, liberare, mederi, misereri, oppidum, pecunia, periculum, scelus, usus.
EXAMINATION FOR MATRICULATION.

LATIN. (Counted as three sections.)

SECOND SECTION: CAESAR AND CICERO.

SEPTEMBER, 1894.—Two Hours.

1. Translate Cæsar, de bello Gallico, II., 17-18.

His rebus cognitis exploratores centurionesque praemittit qui locum idoneum castris deligat. Cumque ex dedititiis Belgis reliquisque Gallis complures Caesarem securi una iter facerent, quidam ex his, ut postea ex captivis cognitum est, eorum dierum consuetudine itineris nostri exercitus perspecta, nocte ad Nervios pervenerunt atque his demonstrarunt inter singulas legiones impedimentorum magnum numerum intercedere, neque esse quidquam negotii, cum prima legio in castra venisset, reliquaeque legiones magnum spatium abessent, hanc sub sâcinis adoriri; qua pulsa impedimentisque direptis futurum ut reliquae contra consistere non auderent. Adiuva-bat etiam eorum consilium qui rem deferebant, quod Nervii antiquitus, cum equitatu nihil possent (neque enim ad hoc tempus ei rei student, sed quidquid possunt, pedestribus valent copiis) quo facilius finitimorum equitatum, si prædandi causa ad eos venissent, impedirent, teneris arboribus incisis atque inflexis crebris in latitudinem ramis enatis et rubis sentibus-que interiectis effecerant ut instar muri haec sepes munimentum praebent, quo non modo intrari, sed ne perspici quidem posset. His rebus cum iter agminis nostri impediretur, non omittendum sibi consilium Nervii existimaverunt. Loci natura erat haec, quem locum nostri castris delegerant. Collis
ab summo aequaliter declivis ad flumen Sabim, quod supra nominavimus, vergebat. Ab eo flumine pari adclivitate collis nascebatur adversus huic et contrarius passus circiter ducens, infimus apertus, ab superiore parte silvestris ut non facile introrsus perspici posset.

II. Translate Cicero, de Imp. Cn. Pomp., IV.

Mithridates autem omne reliquum tempus non ad oblivionem veteris belli, sed ad comparationem novi contulit: qui postea, cum maximas aedificasset ornassetque classes exercitusque permagnos quibuscumque ex gentibus potuisset comparasset et se Bosporanis finitimis suis bellum inferre simularet, usque in Hispaniam legatos ac litteras misit ad eos duces, quibuscum tum bellum gerebamus, ut, cum duobus in locis disiunctissimis maximeque diversis uno consilio a binis hostium copiis bellum terra marique geretur, vos ancipiti contentione districti de imperio dimicaretis. Sed tamen alterius partis periculum, Sertorianae atque Hispaniensis, quae multo plus firmamenti ac roboris habebat, Cn. Pompeii divino consilio ac singulari virtute depulsum est: in altera parte ita res a L. Lucullo summo viro est administrata, ut initia illa rerum gestarum magna atque praecellentia non felicitati eius, sed virtuti, haec autem extrema, quae nuper acciderunt, non culpae, sed fortunae tribuenda esse videantur. Sed de Lucullo dicam alio loco et ita dicam, Quirites, ut neque vera laus ei detracta, neque falsa adficta esse videatur: de vestri imperii dignitate atque gloria, quoniam is est exorsus orationis meae, videte quem vobis animum suscipiendum putetis.

III. Translate Cicero in Cat., V.

Nunc ego, patris conscripti, mea video quid intersit. Si eritus secuti sententiam C. Caesaris, quoniam hane is in re publica viam, quae popularis habitur, secutus est, fortasse minus erunt hoc auctore et cognitore huiusce sententiae mihi populares impetus pertimescendi: sin illam alteram, nescio an amplius mihi negotii contrahatur. Sed tamen meorum periculorum rationes utilitas rei publicae vincat. Habemus enim a Caesare, sicut ipsius dignitas et maiorum eius amplitudo postulabat, sententiam tamquam obsidem perpetuae in rem publicam voluntatis. Intellectum est quid interesser inter
levitatem contionatorum et animum vere popularem, salut
populi consulentem. Video de istis, qui se populares haber
volunt, abesse non neminem, ne de capite videlicet civium
Romanorum sententiam ferat. Is et nudius tertius in cus
todiam cives Romanos dedit et supplicationem mihi decrevit
et indices hesterno die maximis praemis adfecit. Iam hoc
nemini dubium est, qui reo custodiam, quaesitori gratulationem,
indici praemium decrerit, quid de tota re et causa iudicarit.

IV. Give a short sketch of the life of Cæsar.
Quare agite, o tectis, iuvenes, succedite nostris.
Me quoque per multos similis fortuna labores
Iactatam hac demum voluit consistere terra.
Non ignara mali miseris succurrere disco.
630
Sie memorat; simul Aenean in regia ducit
Tecta, simul divom templis indicit honorem.
Nec minus interea sociis ad litora mittit
Viginti tauros, magnorum horrentia centum
Terga suum, pinguis centum cum matribus agnos,
Munera laetitiamque dei.
635
At domus interior regali splendidia luxu
Instruitur, mediisque parant convivia tectis:
Arte laboratae vestes ostroque superbo,
Ingens argentum mensis, caelataque in auro
Forta facta patrum, series longissima rerum
Per tot ducta viros antiquae ab origine gentis.

2. Where is this scene? Who speaks the first lines?

3. Explain the syntax of (629) iactatam, (632) templis,
(633) sociis, (629) consistere, (637) luxu, (639) arte.

Tum Stygio regi nocturnas inchoat aras,
Et solida inponit taurorum viscera flammis,
Pingue super oleum infundens ardentibus extis.
Ecce autem, primi sub lumina solis et ortus
Sub pedibus mugire solum, et iuga coepta moveri
Silvarum, visaeque canes ululare per umbram,
Adventante dea. Procul o, procul este, profani,
Conclamat vates, totoque absistite luco;
Tuque invade viam, vaginaque eripe ferrum;
Nunc animis opus, Aenea, nunc pectore firme.
Tantum effata, furens antro se inmisit aperto;
Ille ducem haud timidis vadentem passibus aequet.

Di, quibus imperium est animarum, Umbraeque silentes,
Et Chaos, et Phlegethon, loca nocte tacentia late,
Sit mihi fas audita loqui; sit numine vestro
Pandere res alta terra et caligine mersas.

5. Scan 262–64 (tantum ... silentes).


Illi haec inter se dubiis de rebus agebant
Certantes; castra Aeneas aciemque movebat.
Nuntius ingenti per regia tecta tumultu
Ecce ruit, magnisque urbem terroribus implet:
Instructos acie Tiberino a flumine Teucros
Tyrrenamque manum totis descendere campis.
Extemplo turbati animi concussaque volgi
Pectora, et arrectae stimulis baud mollibus irae.
Arma manu trepidi poscunt; fremit arma iuventus,
Flent maesti mussantque patres. Hic undique clamor
Dissensu vario magnumus se tollit ad auras:
Haud secus atque alto in luco cum forte catervae
Consedere avium, piscosove amne Padusae
Dant sonitum rauci per stagna loquacia cycni.
Immo, ait, o cives, arrepto tempore Turnus,
Cogite concilium, et pacem laudate sedentes:
Illi armis in regna ruant. Nec plura locutus
Corripuit sese et tectis citus extulit altis.
Correct the following passages:

1. "Sordello" is one of those poems which needs the most minute study and to be read and reread in order to be thoroughly appreciated.

2. I hope no one will ask me to subscribe to this charity, for if they do I will be obliged to tell them frankly my opinion of its object, and that I am sure that those who support it will only, like so many other well-intentioned people have done, do harm to those whom they hope will be benefited by it.

3. Wellington is a name any English boy may be proud to bear, for he was undoubtedly one of the bravest soldiers who has made the English flag a terror to her enemies.

4. Lemuel felt he was not only disgraced in his neighbors' eyes but in his own as well, even though he knew he was innocent and that his arrest had been due to the mistake of a silly girl; and he resolved neither to go home or to write to his family until he had done something to regain his self-respect.

5. We would hardly have known what to have done, if it had not been for the courage and intelligence of our little guide, which was as great, if not greater than any of the older members of the party.
6. Never having read the book, I am not myself competent to judge of its merits, but many able critics have assured me that it is well worth while to buy it, and I am quite willing to rely upon their judgment in regard to it.

7. Neither Florence or Naples, beautiful as these are, have for me the charm of Siena, that seems to belong indeed to old Italy, with its narrow streets, its tall slender towers, and the silence of its lovely Cathedral unprofaned by the curiosity of idle tourists.

8. I would scarcely show gratitude enough, even if I was to love him all my life with twice the love I now bear him, so great has been his goodness to me and mine.

9. In Tennyson's "Queen Mary" he shows much knowledge of the times of which he writes, but both this and his other dramas compare very unfavorably even with the minor English dramatists.

10. If I fail to teach you the duty of patient endurance of evil, of showing love to even your bitterest enemies, and of kindly forbearance for the faults of your neighbors, I would feel that I had not fulfilled the duty I owed you.

11. The King's English policy, like his English name, are the signs of a new epoch.

Punctuate (on the printed text) the following passages:

1. The captain sat down as near the bed as possible and playing with the fringe of the counterpane tried to find some way to begin He did not succeed immediately nor would he have found it easy to do so had not the elder brother come to his assistance

Did your battery have much to do captain No not much That is as far as firing goes very little really but it had to work as much as if it had done a great deal for it was running for three or four hours backward and forward almost always on the same road Captain they shouted to me Go and occupy that height And away I went on a gallop But hardly was I up there when a counter order arrived and down we went to our first place

De Amicis: Military Life.
2. The following lines from the First Book of the *Iliad* will give the reader some idea of the Earl of Derby's translation.

Beside the many-dashing Ocean's shore
Silent he passed and all apart he pray'd
To great Apollo fair Latona's son
Hear me great god of the silver bow whose care
Chrysa surrounds and Cilla's lovely vale
O Smintheus hear If e'er my offered gifts
Found favor in thy sight if e'er to thee
I burned the fat of bulls and choicest goats
Grant me this boon upon the Grecian host
Let thine unerring darts avenge my tears
Discuss Chaucer's power of describing character, as illustrated by The Knightes Tale,

or

Discuss Dickens' power of describing character, as illustrated by David Copperfield.

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

EXAMINATION FOR MATRICULATION.

GERMAN. (Counted as three sections.)

SEPTEMBER, 1894.—THREE HOURS.

I.—GRAMMAR.

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Genitive Singular</th>
<th>Nominative Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dampfer (m.)</td>
<td>Held (m.)</td>
<td>Satz (m.)</td>
</tr>
<tr>
<td>Fass (n.)</td>
<td>Nuss (f.)</td>
<td>Schuld (f.)</td>
</tr>
<tr>
<td>Forst (m.)</td>
<td>Rand (m.)</td>
<td>Strasse (f.)</td>
</tr>
<tr>
<td>Hafen (m.)</td>
<td>Prinzessin (f.)</td>
<td>Stück (n.)</td>
</tr>
</tbody>
</table>

2. Decline "die dunkle Nacht" and "eine dunkle Nacht."

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Indicative</th>
<th>Preterite</th>
<th>Preterite Subjunctive</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>abfragen</td>
<td>dürfen</td>
<td>hervorragen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>anfangen</td>
<td>entschweien</td>
<td>verzeihen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beginnen</td>
<td>ernennen</td>
<td>vorbeireiten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>durchsetzen</td>
<td>fortfahren</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II.—TRANSLATION.

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

I.

Er öffnete eine Thür und führte den Maler in eine andre kleine Stube, die voller Gemälde hing. Die meisten waren Köpfe, nur wenige Landschaften, noch weniger Historien.
Franz betrachtete sie mit vieler Aufmerksamkeit, indes der alte Mann schweigend einen verfallenen Vogelbauer ausbesserte. In allen Bildern spiegelte sich ein strenges, ernstes Gemüt; die Züge waren bestimmt, die Zeichnung scharf, auf Nebendinge gar kein Fleiss gewendet; aber auf den Gesichtern schwebte ein etwas, das den Blick zugleich anzog und zurücktiess; bei vielen sprach aus den Augen eine Heiterkeit, die man wol grausam hätte nennen können, andre waren seltsamlich entzückt und erschreckten durch ihre furchtbare Miene. Franz fühlte sich unbeschreiblich einsam, vollends, wenn er aus dem kleinen Fenster über die Berge und Wälder hinüberrasch, wo er auf der fernen Ebene keinen Menschen, kein Haus unterschieden konnte.

Als Franz seine Betrachtung geendet hatte, sagte der Alte: „Ich glaube, dass Ihr etwas Besonderes an meinen Bildern finden mögt, denn ich habe sie alle in einer seltsamen Stimmung verfertigt. Ich mag nicht malen, wenn ich nicht deutlich und bestimmt vor mir sehe, was ich eigentlich darstellen will. Wenn ich nun manchmal im Schein der Abendsonne vor meiner Hütte sitze, oder im frischen Morgen, der die Berge herab über die Fluren hingehet, dann rauschen oft die Bildnisse der Apostel, der heiligen Märtyrer hoch oben in den Baumen; sie sehen mich mit allen ihren Mienen an, wenn ich zu ihnen bete, und fordern mich auf, sie abzzeichnen. Dann greife ich nach Pinsel und Palette, und mein bewegtes Gemüt, von der Inbrunst zu den hohen Männern, von der Liebe zur verflossenen Zeit ergriffen, schattiert die Trefflichkeiten mit irdischen Farben hin, die in meinem Sinn, vor meinen Augen ergänzen.”

— Tielek.

II.

Auch war ich vollkommen überzeugt, dass irgendeine grosse Revolution nie Schuld des Volks ist, sondern der Regierung. Revolutionen sind ganz unmöglich, sobald die Regierungen fortwährend gerecht und fortwährend wach sind, so dass sie ihnen durch zeitgemäße Verbesserungen entgegenkommen und sich nicht so lange sträuben, bis das Notwendige von unten her erzwungen wird.


Die Zeit aber ist in ewigem Fortschreiten begriffen, und die menschlichen Dinge haben alle fünfzig Jahre eine andere Gestalt, so dass eine Einrichtung, die im Jahre 1800 eine Vollkommenheit war, schon in Jahre 1850 vielleicht ein Gebrechen ist.

Und wiederum ist für eine Nation nur das gut, was aus ihrem eigenen Kern und ihrem eigenen allgemeinen Bedürfnis hervorgegangen, ohne Nachahmung einer andern. Denn was dem einen Volk auf einer gewissen Altersstufe eine wohltätige Nahrung sein kann, erweist sich vielleicht für ein anderes als ein Gift. Alle Versuche, irgendeine ausländische Neuerung einzuführen, wozu das Bedürfnis nichet im tiefen Kern der eigenen Nation wurzelt, sind daher thöricht und alle beabsichtigten Revolutionen solcher Art ohne Erfolg.

—Goethe.

III.

Lang hielt ich meines Lebens Steuer Ziellos in ungewohnter Hand;
Nach manchem Sturm and Abenteuer Begrüss ich nun ersehntes Land.
Ich fuhr um Glück nach allen Winden.
Und sieh! es war mir also nah! . . .
Fast geht es mir, wie jenem Blinden,
Da er, geheilt, die Erde sah.
Zum Himmel, ernst und blau und nächtig,  
Hub er sein Auge, nachtbefreit;  
Hoch oben sah er, still und prächtig,  
Unzählig Stern an Stern gereiht;  
Er sah die Erde schlafbefangen,  
Ihr Bette perlenübersät, . . .  
In seiner Seele war ein Bangen,  
So heilig, wie ein fromm Gebet.

"Ich bin seit meiner Kindheit Tagen  
An meines Lebens Nacht gewöhnt;  
Ich hab' mein Leiden still getragen,  
Wol gar damit mich ausgesöhnt.  
Nur stumm und nimmer ausgesprochen  
Schrie in mir Sehnsucht um das Licht—  
Nun ist mein Tag herangebrochen,  
Oh Gott! und ich ertrag ihn nicht."

—J. J. David.
BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

FRENCH. (Counted as three sections.)

JUNE, 1894.—THREE HOURS.

I. Grammar.

1. Give the plural forms of journal, neveu, bétail, aïeul, émail, clou, genou, lieu, celui, ce, cet, tout, lui; and the feminine forms of roux, doux, jaloux, net, complet, ras, gras, gros, malin, altier, aigu, pointu, poussif, gentil, ancien, traître.

2. Write out in full:

Present indicative of mourir, faire, se taire, moudre.
Preterite indicative of écrire, feindre, valoir, faire.
Perfect indicative of se couvrir, s'en aller.
Future indicative of voir, acquérir, cueillir, envoyer, courir, survenir, valoir, savoir, prévoir.

Present subjunctive of faire, rire, asseoir, prendre, sentir, vaincre, pouvoir, vouloir.
Past participle of joindre, choir, mettre, boire, vivre, rire, moudre, pouvoir, vouloir, lire, friré, issir, ouvrir, plaire, suivre, savoir, clore, coudre.

[Each candidate will be required to pronounce some ten or fifteen lines of French to show her knowledge of, and accuracy in, French sounds. This is an integral part of the examination, and counts ten per cent.]
II. TRANSLATION:

Heureux celui qui possède un ami! J'en avais un: la mort me l'a ôté; elle l'a saisi au commencement de sa carrière, au moment où son amitié était devenue un besoin pressant pour mon cœur. —Nous nous soutenions mutuellement dans les travaux pénibles de la guerre; nous n'avions qu'une pipe à nous deux; nous buvions dans la même coupe; nous couchions sous la même toile, et, dans les circonstances malheureuses où nous sommes, l'endroit où nous vivions ensemble était pour nous une nouvelle patrie.—La mort semblait nous épargner l'un pour l'autre: elle épuisa mille fois ses traits autour de lui sans l'atteindre; mais c'était pour me rendre sa perte plus sensible. —de Maistre.

En sortant du lycée, Georges Pimodat avait fait son droit comme tout le monde, parce qu'il faut bien faire quelque chose. Mais son ambition secrète n'était pas précisément de défendre la veuve et l'orphelin. Le titre d'avocat lui semblait utile à posséder dans une société qui a le respect des hiérarchies et la superstition des conditions sociales. Il avait fait une étude de toutes les carrières qui s'ouvrent aux espérances d'un jeune Français, dûment vacciné et pourvu de diplômes universitaires. Il n'en avait point trouvé qui fût à la fois plus comode et plus lucrative que celle du mariage. Et de fait, à le bien prendre, savez-vous un moyen plus prompt et plus agréable d'arriver à la fortune que d'épouser une riche et jolie fille? On lui dit: Je vous aime! elle me tend sa main dans la vôtre, et pour peu qu'elle ait cinq cent mille francs de dot, on se réveille, le lendemain, avec vingt cinq mille livres de rente. Rien à faire dans ce métier de mari; peu de chose tout au moins. An! c'est un joli rêve.—Notre ami Pimodat l'avait fait ce rêve plus d'une fois, tout en préparant ses examens. Millionnaire, c'était la seule profession pour laquelle il se sentit une aptitude bien marquée, ce que l'on appelle une vocation.

—Sarcey.

Le château, en forme de chariot à quatre roues, flanqué d'une tourelle à chaque angle, avait par suite de remaniements successifs, perdu tout caractère. C'était une ample et estimable bâtisse, rien de plus. Il ne parut pas avoir éprouvé
de notables dommages pendant un abandon de trente-deux années. Mais quand j'entrai dans le grand salon du rez-dechaussée, je vis les planchers bombés, les plinthes pourries, les boiseries fendillées, les peintures des trumeaux tournées au noir et pendant aux trois quarts hors de leurs chassis. Un marronnier, ayant soulevé les lames du parquet, avait grandi là et il tournait vers la fenêtre sans vitres les panaches de ses larges feuilles.

—Anatole France.

Sois-moi fidèle, ô pauvre habit que j'aime !
Ensemble nous devenons vieux.
Depuis dix ans je te brosse moi-même,
Et Socrate n'eût pas fait mieux.
Quand le sort à ta mince étoffe
Livrerait de nouveaux combats,
Imite-moi, résiste en philosophe:
Mon vieil ami, ne nous séparons pas.

—Béranger.

Le poète en sa coupe, orgueil du ciseleur
S'enivre, et boit le vin amer de la douleur.
Puis après avoir bu le vin, il boit la lie
Où dorment la tristesse et la mélancolie.
Et puis, après la lie encore, tout au fond,
Dorment en un flot noir l'accablement profond
Et l'inutile amour de l'Idéal qui lève
Son front chaste, et l'horreur effrayante du rêve.

—de Banville.

Sur la pente des monts les brises apaisées
Inclinent au sommeil les arbres onduleux;
L'oiseau silencieux s'endort dans les rosées,
Et l'étoile a doré l'écume des flots bleus.

Au contour des ravins, sur les hauteurs sauvages,
Une molle vapeur efface les chemins;
La lune tristement baigne les noirs feuillages;
L'oreille n'entend plus les murmures humains.

Mais sur le sable au loin chante la Mer divine
Et des hautes forêts gémit la grande voix,
Et l'air sonore, aux cieux, que la nuit illumine,
Porte le chant des mers et le soupir des bois.

—Leconte de Lisle.
GRECIAN HISTORY.

1. What is the meaning of the word "tyrant" in Grecian history? When do the tyrannies first appear, and how long do they last? Give at least three examples.

2. Explain the reorganization of the demes by Cleisthenes. What was the effect of this upon the Boulé?

3. Explain ostracism. Give two instances of its use, together with the circumstances which made its use in these instances necessary.

3. Who were the Four Hundred and how long were they in power? Give the circumstances which brought about their elevation to power and the reasons why they fell.

5. What was the position of Græce after the battle of Chaeroneia, that is to say, what was the character of Macedon's supremacy, and how was it exercised? How long did this supremacy last?

ROMAN HISTORY.

1. How was Rome governed during the period of the Kings?
2. When did the war with Pyrrhus take place? Give reasons for the success of Rome, and show how this success prepared the way for the struggle with Carthage.

3. What were the economic evils which the Gracchi, Saturninus and Drusus tried to reform? Why did their failure help to bring on the Social war?

4. What is the significance of each of the following battles: Pharsalus, Philippi, Actium?

5. What was Diocletian's scheme of government? How did it operate when tested?
EXAMINATION FOR MATRICULATION.

HISTORY. (Counted as one section.)

September, 1894.—Two Hours.

ENGLISH HISTORY.

1. Discuss the government of the Anglo-Saxons. Explain particularly the shire, witenagemôt and folcland.

2. Who was Henry II? Note the importance of his reign in English history, mentioning a few of the chief events with their dates. Define "Scutage."

3. What was the Petition of Right? Why was it drawn up, by whom, and when? Give the four points mentioned therein.

4. Why did England take part in the war of the Spanish succession? When did this war take place, who was the English general, and what was the effect of the war upon home politics?

5. What is the extent of the present British empire? Who is the present prime minister and to which party does he belong? What is the policy of this party?

AMERICAN HISTORY.

1. What causes led to the migrations of Englishmen to America during the first half of the seventeenth century? Who were the Pilgrims?

2. What was the importance for the English colonists of the French and Indian war? What share did Washington take
in the war and when was the treaty of peace signed? Give the most important clauses of that treaty.

3. What was the Ordinance of 1787? To what territory did this ordinance apply and to whom had it previously belonged? Upon what title did this ownership rest?

4. To which party did Martin Van Buren belong? Discuss the principles of this party and the chief events of Van Buren's administration.

5. Which of the United States seceded? What were the reasons upon which these states based their right to secede?
BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

ALGEBRA. (Counted as two sections.)

SEPTEMBER, 1894.—THREE HOURS.

1. Define a factor, a power, a coefficient, an index, the degree of an algebraic expression.

Find the factors of

(1) $12x^2 - 25xy + 12y^2$.
(2) $(x^2 + 3x + 4)^2 - 4x^2$.

2. Substitute $y - 2$ for $x$ in $x^4 + 3x^2 + 6x - 7$, and arrange the result according to descending powers of $y$. What is the numerical value of the result when $y = .002$?

3. Reduce to its simplest form:

$$\left\{\frac{x - 1}{x}\right\} \left\{\frac{2x - 1 - \frac{4}{2x - 1}}{2x - 1 - \frac{3}{2x - 1}}\right\}$$

4. Solve the equations

(1) $\frac{1}{3} (x + 3) + \frac{1}{4} (x + 2) = \frac{1}{3} (2x + 1.)$  
(2) $x^2 + 4.07x + 3.1 = 0$.

5. Divide

$x^2y^{-1} - xy - x^{-1}y^3 + x^{-3}y^5$ by $(xy + x^{-1}y^3)(x^{\frac{2}{5}}y^{-\frac{2}{5}} + 1 + x^{-\frac{2}{5}}y^{\frac{2}{5}})$

6. Find the sum, difference, and product of the roots of

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

For what values of $q$ has the equation $x^2 + qx + q = 0$ equal roots?
7. When are four quantities said to form a proportion?
   If $a : b :: c : d$, prove that
   
   $a^2 + ab + b^2 : a^2 - ab + b^2 :: c^2 + cd + d^2 : c^2 - cd + d^2$.

8. Extract the square root of
   
   $x^4 + 6x^3 + 13x^2 + 12x + 4$.

   Simplify
   
   $\frac{\sqrt{2} + 1}{\sqrt{2} - 1}$  
   $\frac{\sqrt{1 + x} \times \sqrt{1 - x}}{\sqrt{1 + x} - \sqrt{1 - x}}$.

9. Find the $n^{th}$ term of a geometrical progression, having given the first term and the common ratio.

   The second term of a geometrical progression is 9, and the sixth is 45.5625. Find the fifth term.
When is one straight line said to be perpendicular to another?
Show that the perpendicular is the shortest line that can be drawn from a point to a straight line.

2. Prove that the locus of a point equally distant from the extremities of a given straight line is the perpendicular bisector of the given line.
Show how to construct a triangle when the base, the sum of the two sides, and one of the angles at the base, are given.

3. Define a parallelogram. Prove that if the diagonals of a quadrilateral bisect one another the figure is a parallelogram.

4. Prove that the square on the hypothenuse of a right-angled triangle is equal to the sum of the squares on the sides.
Given a line equal to the sum of two straight lines, and a square equal to the sum of the squares on the lines, find the lines themselves by a geometrical construction.

5. Prove that the line joining the centres of two circles bisects their common chord at right angles.
What does this become when the circles touch?
6. Prove that two parallel lines intercept equal arcs on a circle.

A hexagon is inscribed in a circle; two pairs of opposite sides are parallel; prove that the remaining two sides are parallel.

7. Prove that in equal circles angles at the centre are in the same ratio as the intercepted arcs; and that in circles that are not equal angles at the centre which stand on equal arcs are reciprocally as the radii.

8. Prove that two similar polygons can be divided into the same number of triangles similar each to each and similarly placed.

Hence show that in similar figures any two corresponding lines bear the same ratio.

6. Show how to construct a polygon similar to one given polygon and equal in area to a second given polygon.

Construct a rectangle having one of its sides equal to twice another, and having the area equal to a given square.

10. Lines are drawn from a point without a circle to cut the circle; state and prove the relation between their segments.

From a point without a given circle draw a line cutting the circle, such that the part inside the circle may be equal to the part outside the circle.
BRYN MAWR COLLEGE.

EXAMINATION FOR ADVANCED STANDING.

SOLID GEOMETRY.

SEPTEMBER, 1894.—TWO HOURS.

(When taken with Trigonometry one and a half hours is the time allowed; any two out of the first four questions may then be omitted.)

1. If two non-intersecting straight lines are intersected by three parallel planes their corresponding segments are proportional.

2. What is meant by a dihedral angle? Explain how dihedral angles are measured.
   If two intersecting planes are each perpendicular to a third plane their line of intersection is also perpendicular to that plane.

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

4. Prove that triangular pyramids of the same altitude whose bases are equal in area are equal in volume; and hence that the volume of a triangular pyramid is equal to one-third of the product of its base and altitude.

5. Define a regular polyhedron; prove that there are only five regular polyhedra.

6. Explain how propositions regarding the cylinder and the cone are deduced from propositions regarding the prism and the pyramid.
Find the area of canvas required to make a conical tent 20 feet in diameter and 10 feet high.

7. The intersection of two spherical surfaces is a circle whose plane is perpendicular to the line joining the centres of the spheres and whose centre is in that line.

8. Give and prove the expression for the volume of a sphere.

9. Explain what is meant by polar triangles on a sphere, and show that each angle of one is the supplement of the opposite side in the other.
BRYN MAWR COLLEGE.

EXAMINATION FOR ADVANCED STANDING.

TRIGONOMETRY.

September, 1894.—Two Hours.

(Candidates taking both the Trigonometry and the Solid Geometry papers may omit questions 1 and 5. For these candidates the examination lasts one hour and a half.]

1. Prove that the radian is a constant angle. Prove that the number of radians in any angle at the centre of a circle subtending arc is equal to the fraction \( \frac{\text{arc}}{\text{radius}} \).

2. Write down the values of \( \sin 420^\circ \), \( \cos (-330^\circ) \), \( \tan \frac{11\pi}{3} \).

Prove that \( \sin (180^\circ - A) = \sin A \) and \( \tan (-A) = -\tan A \).

3. Prove the identities:
   \[ 1 + \sin 3A = (1 - \sin A)(1 + 2\sin A)^2; \]
   \[ \cos 4A = \cos 2A \]
   \[ \sin 4A + \sin 2A = -\tan A. \]

4. Prove that
   \[ \cot(A - B) = \frac{\cot A \cot B + 1}{\cot B - \cot A}, \]
   And that
   \[ \tan 3A = \frac{3\tan A - \tan^3 A}{1 - 3\tan^2 A}, \]
5. Prove that the logarithm of the \( n^{th} \) root of a number is \( \frac{1}{n} \) of the logarithm of the number. Prove that the characteristic of the logarithm of a decimal fraction is greater by unity than the number of ciphers immediately after the decimal place, and is negative.

6. Prove that the area of a triangle is equal to \( \sqrt{s(s-a)(s-b)(s-c)} \) where \( 2s \) = the perimeter of the triangle. Also prove that

\[
(a^2 \sin A \sin (B-C) + b^2 \sin B \sin (C-A) + c^2 \sin C \sin (A-B)) = 0.
\]

7. If \( a = 10, b = 8, \) and \( B + C = 135^\circ, \) find the angles \( B, C, \) having given \( \log 2 = .30103, \) \( \sin 33^\circ 29' = 9.7520507, \) \( \sin 33^\circ 30' = 9.7530993. \)
PHYSICS.

1. What is Newton's second law of motion? Explain it fully. What is a unit of force? What is the difference between a mass of one pound and a weight of one pound?

2. Distinguish between density and specific gravity. What is Archimedes' principle? How could you find the density of some sand?

3. Define specific heat. Describe a calorimeter. If \( a \) grammes of brass at 100° C be dropped into \( b \) grammes of water at 20° and the resulting temperature of both be 30°, find the specific heat of brass.

4. What are laws of attraction of electrified particles? Describe a gold-leaf electroscope and explain charging by induction.

5. What is the electromotive-force of a battery? Describe in detail a Daniell's cell. What is the relation between the current and the electromotive force?

6. What are the laws of refraction of light? What is a prism? What a lens? Show how images are formed, both in the case of a convex and of a concave lens—use diagrams.

7. Discuss the eye as an optical instrument.

8. Compare light and sound as radiations, giving their points of similarity and dissimilarity.
BRYN MAWR COLLEGE.

EXAMINATION FOR MATRICULATION.

SCIENCE. (Counted as one section.)

September, 1894.—Two Hours.

PHYSICAL GEOGRAPHY.

1. What happens to water on its being cooled from 39° to 32° F.? Discuss the importance of this phenomenon in nature. Explain also the action of water in moderating the climate of a maritime region.

2. Give a description of the Solar System, and the nebular hypothesis as to its formation: and describe the movements of the earth.

3. Wherein does man resemble the higher forms of animals? What is the Evolution theory? What evidences exist of the civilization of prehistoric man?

4. How has the soil been formed? Describe each process in detail. What are the causes of metamorphism in rocks? What are fossils?

5. What are the laws of reflection and refraction of light? Show that by an application of these laws the rainbow can be explained. Give diagrams illustrating the paths of the rays, positions of colors in the primary and secondary bows, positions of sun, observer and drops of water.

6. Describe the main features of the continent of South America, with some account of watersheds, river basins, lakes and climate.

7. How is coal formed?
1. How do chemical compounds differ from mechanical mixtures? Is the air a compound or a mixture?

2. What elements are present in water? How could you determine the proportion by weight in which these elements are united in water?

3. Mention some of the more important compounds of nitrogen and give their formulas.

4. How is chlorine obtained and what are its characteristic properties?

5. Complete the following equations:
   \[ \text{H}_2\text{SO}_4 + \text{NaCl} = \]
   \[ \text{CaO}_2\text{H}_2 + \text{CO}_2 = \]
   \[ \text{K}_2\text{CO}_3 + \text{HNO}_3 = \]

6. What is formed when charcoal burns in a plentiful supply of air? In a limited supply?

7. In what form does the element silicon occur in nature?

8. Describe the processes of obtaining soda from salt.

9. What causes the hardness of natural waters? How can it be removed?

10. Calculate how much sodium is contained in 117 pounds of salt.
1. Describe the blood and the way in which it is moved about the body.

2. Describe the kidneys and their relation to other organs. Function.

3. How is a bone constructed? What does it do? Name five bones and tell where they are found.

4. Describe the eye and make a sketch to illustrate your description. Do not enumerate the layers of the retina!

5. Describe the nose and its functions.

6. What takes place in the stomach?

7. Tell briefly what you know about muscles and their work.

8. How is breathing carried on and for what purpose?
1. Describe the parts of a complete leaf, the two plans of venation in leaves, and the two principal modifications of each plan.

2. What is the office of green leaves?

3. State how a stamen is conceived to answer to a leaf.

4. What is (1) an erect ovule; (2) a suspended ovule?

5. Compare the development of a seed with that of a spore.

5. Where is reserve-material stored up? Mention some kinds of plant reserve-material with which you are familiar.

7. Of what use to the plant are the roots?

8. What are winter buds? Describe the arrangement of parts.

9. Explain the terms: cambium, introrse anther, superior ovary, connective, receptacle.

10. What is a natural classification of plants?