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## SAMPLES OF ENTRANCE AND SCHOLARSHIP EXAMINATION PAPERS 1912

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# ENTRANCE EXAMINATION PAPERS

## ENGLISH A

1. Rewrite the following passage, making the proper division into sentences, punctuating, spelling all words correctly, and supplying appropriate words in place of the blanks:

One of the storys that — me for a long time afterwerds was of a girl who was left in charge of a great — in Cumberland on some — fair-day when the other servants all went off to the gaieties the famly were — in London and a pedlar came by and asked to leave his large and — pack in the kitchen sayin he would call for it again at night and the girl (a gamekeper's daughter) roaming about in — of amusment chanced to — upon a gun hanging up in the hall and took it down to look at the casing — it went off through the open kitchen door hit the pack and a slow — thred of blood came oozing out how miss pole enjoyed this part of the story dwelling on each—as if she loved it she rather hurried over the further account of the girl's bravry and I have but a confused idea that somehow she — the robbers.

2. Write two compositions, each in two to four paragraphs, on topics selected from the following groups. Do not choose both topics from the same group.

Group I. a. Give in your own words an account of a spirited scene in *As You Like It*, *Twelfth Night*, or *Julius Cæsar*.

b. Explain how Shakespeare in *The Merchant of Venice* has woven several stories together.

Group II. a. Do you find any elements of the novel in *The Pilgrim's Progress* or in *Franklin's Autobiography*? Explain.

b. What features of eighteenth century England are made memorable by *The Sir Roger de Coverley Papers*?

Group III. a. Describe, as you have pictured him to yourself, a person figuring in a poem by Chaucer, Spenser, Pope, Goldsmith, or Burns.

b. Compare the vicar of Wakefield with the preacher in *The Deserted Village*.

c. Retell a story from a narrative poem by an American author.

Group IV. a. Scott's use of history in *Ivanhoe*.

b. Have you ever read a novel which you enjoyed more than any novel on the prescribed list? Explain why you liked it.

Group V. a. The principal teachings of *Sesame and Lilies*.

b. Irving's visit to *Bracebridge Hall*.

c. Mohammed as a hero.

d. An incident in the life of *Joan of Arc*.

e. A ride on the English mail coach.

f. An essay by Emerson (or by Lamb): its main idea.

## ENGLISH B

1. Choose a or b.

a. Name some significant events in the first act of Macbeth, and show their significance in later acts.

b. Show in detail how Macbeth's early undertakings are successful, his later undertakings failures. Is any one of his undertakings a mingling of success and failure?

2. Choose a or b.

a. Burke mentions six causes of the American love of liberty. Explain what these have to do with Burke's argument as a whole. [*Do not name the six causes.*]

b. What groups of listeners does Webster successively address, and what is the substance of his words to each?

3. Choose a or b or c.

a. Name five famous members of Johnson's literary club and state why each was famous.

b.                   The *sequel* of to-day unsolders all  
                       The goodliest fellowship of *famous knights*  
                       Whereof this world holds record. Such a sleep  
                       They sleep—the men I loved. I think that we  
                       Shall never more, at any future time,  
                       Delight our souls with talk of knightly deeds,  
                       Walking about the gardens and the halls  
                       Of *Camelot*, as in the days that were.  
                       I perish by this people which I made,—  
                       Tho' *Merlin* sware that I should come again  
                       To rule once more—but let what will be, be,  
                       I am so deeply smitten thro' the *helm*  
                       That without help I cannot last till morn.

Who speaks these words? Under what circumstances? Explain the words in italics. Enumerate the events which follow this speech.

c. Name some poems by Burns and show how they illustrate what Carlyle says of Burns's poetry.

## GREEK

## A. XENOPHON

Translate into English:

(a) οὐ πολλῶ δὲ ὕστερον ἀπὸ τοῦ αὐτοῦ σημείου οἱ τ' ἔνδον συναλαμβάνοντο καὶ οἱ ἔξω κατεχόπησαν. μετὰ δὲ ταῦτα τῶν βαρβάρων τινὲς ἰππέων διὰ τοῦ πεδίου ἐλαύνοντες φτίνι ἐντυγχάνοιεν Ἑλληνι ἢ δούλῳ ἢ ἐλευθέρῳ πάντας ἔχτεινον. οἱ δὲ Ἕλληνας τήν τε ἰππασίαν ἐθαύμαζον ἐκ τοῦ στρατοπέδου ὀρῶντες καὶ ὃ τι ἐποίουν ἠμφεγνόουν, πρὶν Νίκαρχος Ἄρχαὸς ἦκε φεύγων τετρωμένος εἰς τὴν γαστέρα καὶ τὰ ἔντερα ἐν ταῖς χερσὶν ἔχων, καὶ εἶπε πάντα τὰ γεγενημένα.

(b) Ἄνδρες στρατιῶται, χαλεπὰ μὲν τὰ παρόντα, ὅποτε ἀνδρῶν στρατηγῶν τοιούτων στερόμεθα καὶ λοχαγῶν καὶ στρατιωτῶν, πρὸς δ' ἔτι καὶ οἱ ἀμφὶ Ἄριαϊον οἱ πρόσθεν σύμμαχοι ὄντες προδεδώκασιν ἡμᾶς· ὅμως δὲ δεῖ ἐκ τῶν παρόντων ἄνδρας ἀγαθοὺς τελέθειν καὶ μὴ ὑφίσθαι, ἀλλὰ πειραῖσθαι:

ὅπως ἦν μὲν δυνάμεθα καλῶς νικῶντες σφζώμεθα· εἰ δὲ μή, ἀλλὰ καλῶς γε ἀποθνήσκωμεν, ὑποχείριοι δὲ μηδέποτε γενώμεθα ζῶντες τοῖς πολεμίοις· οἶμα γὰρ ἂν ἡμᾶς τοιαῦτα παθεῖν οἶα τοὺς ἐχθροὺς οἱ θεοὶ ποιήσειαν.

## B. GRAMMAR

In passage (a): Tell the construction of πολλῶ and ὤτινι. Explain the mood of ἐντυγχάνοιεν. Tell the peculiarity in the form ἡμφεγνόου. Tell what πάντα τὰ γεγενημένα refers to.

In passage (b): Tell the construction of ἀνδρας, οἶα and ἐχθρούς. Point out the attributive and circumstantial participles. Tell to what ἂν belongs and explain fully.

## C. COMPOSITION

1. Let us conquer those who have been drawn up before the King.
2. Cyrus feared that the King would come on the following day.
3. If you were willing to conquer some and save others, it would be well.
4. He will need arms and soldiers, if he attacks this city.
5. May you be worthy of all your possessions.

## D. HOMER (A, 205-222)

Translate:

Τὸν δ' αὐτε προσέειπε θεὰ γλαυκῶπις Ἀθήνη·  
 ἦλθον ἐγὼ παύσουσα τὸ σὸν μένος, αἶ κε πίθῃαι,  
 οὐρανόθεν· πρό δέ μ' ἤκε θεὰ λευκώλενος Ἥρη,  
 ἄμφω ὁμῶς θυμῷ φιλέουσα τε κηδομένη τε.  
 ἀλλ' ἄγε, λῆγ' ἔριδος, μηδὲ ξίφος ἔλκεο χειρὶ· 5  
 ἀλλ' ἦ τοι ἔπεσιν μὲν ὀνειδισον, ὡς ἔσεται περ.  
 ὦδε γὰρ ἔξερέω, τὸ δὲ καὶ τετελεσμένον ἔσται·  
 καὶ ποτέ τοι τρίς τόσσα παρέσσεται ἀγλαὰ δῶρα  
 ὕβριος εἴνεκα τῆσδε· σὺ δ' ἴσχεο, κείθεο δ' ἡμῖν.  
 Τῆν δ' ἀπαμειβόμενος προσέφη πόδας ὠκὺς Ἀχιλλεύς· 10  
 χρῆ μὲν σφωίτερόν γε, θεά, ἔπος εἰρύσσασθαι,  
 καὶ μάλα περ θυμῷ κεχολωμένον· ὡς γὰρ ἄμεινον.  
 ὅς κε θεοῖς ἐπιπέιθηται, μάλα τ' ἔχλυον αὐτοῦ.  
 Ἥ καὶ ἐπ' ἀργυρῆ κώπη σθέθε χεῖρα βαρεῖαν·  
 ἄψ δ' ἐς κουλεὸν ὡσε μέγα ξίφος, οὐδ' ἀπίθησεν 15  
 μύθῳ Ἀθηναίης· ἦ δ' Οὐλυμπόνδε βεβήκει  
 δῶματ' ἐς αἰγιόχοιο Διὸς μετὰ δαίμονας ἄλλους.

1. If translating this into Attic prose, how would you write (or what would you substitute for) τὸν (l. 1), προσέειπε (l. 1), αἶ. κε (l. 2), Ἥρη (l. 3), φιλέουσα (l. 4), ἔσεται (l. 6), κείθεο (l. 9)?

2. What is the syntax of πρό (l. 3), of ἔριδος (l. 5), of πόδας (l. 10), of θυμῷ (l. 12), of ἔχλυον (l. 13)?

3. Scan lines 14-17. If καὶ in l. 14 is to be scanned short, why not scan τοι short in l. 6?

4. Tell what you know about the Iliad—its author, subject, date, length, form, etc.

## LATIN

A separate book should be used for each set of questions, i. e., one book for I, another for II, etc.

At the beginning of one of the books, state how long you have studied Latin and give the exact amount of each Latin author you have read.

Any part (I, II, III, IV, V) of the Latin Entrance Examinations may be taken separately. Credit in Latin Composition may be obtained by translating into satisfactory Latin the English sentences under "2" in Part IV.

## I

## FIRST YEAR LATIN

1. Decline *vetus oppidum; dives; fortior; duo; requies; Athenae; nemo; lapis; vulnus; sedile; ipse; idem*.
2. Give the comparative and superlative degree of *prope; nequiter; diu; multus; facilis*.
3. Write out the conjugation of *possum* in the subjunctive.
4. Give the principal parts of: *fero, pareo, pario, paro, pereo*.
5. Give a complete synopsis of the conjugation of: *parco* in the Second Person Singular (active); *prehendo* in the Second Person Plural (passive.)
6. Translate into Latin, marking all long vowels in what you write:
  - (a) Caesar thought that he ought to march immediately against the Veneti.
  - (b) Our leaders have persuaded us not to fight.
  - (c) We have seen what sort of weapons the Romans use.
  - (d) Do not remain in the country but return at once to Rome.
  - (e) After marching for ten days, they were greatly in need of food.
  - (f) The former city is much larger than the latter.
  - (g) I should have remained at home, if I had known that you would come to see me.

## 7. Translate:

Dum Caesar in Galliā in hibernis est, omnēs Belgae contrā populum Rōmānum coniurābant obsidesque inter sē dabant. Coniūranti hae erant causae: primum nōlebant nostrum exercitum ad sē addūci, deinde ab nōnnullis Gallis sollicitābantur. Hi populi Romani exercitum hiemare atque inveterāscere in Galliā nōlebant. Nōnnulli mōbilitate et levitate animi novis imperiis studēbant. Ab nōnnullis etiam sollicitābantur, quod in Galliā a potentibus atque ab iis qui conducere hominēs poterant vulgō rēgna occupābantur, qui minus facile eam rem imperiō nostrō cōsequi poterant.

## II

## LATIN GRAMMAR

- 1-5. Answer the first five questions under First Year Latin (Part I of the present paper).
6. Mention four different ways of expressing affirmative purpose in Latin. How is negative purpose expressed? When is *quo* used to introduce a purpose clause?
7. Define and illustrate the following grammatical terms: volitive; hortatory; optative; adversative *cum*-clause; Greek accusative.

8. How are past contrary-to-fact conditions expressed (a) in direct discourse, (b) in indirect discourse?

9. How do the following words differ from one another in use and meaning: (a) *ille, is, iste, hic*; (b) *quisquam, aliquis*; (c) the interrogatives *qui* and *quis*; (d) *nullus, nemo*.

10. Mention three different Latin conjunctions equivalent to the English "when", four equivalent to "since", three equivalent to "till", mentioning the mood- and tense-constructions of each.

## III

## SECOND YEAR LATIN

## CAESAR

1. Translate:

Atque in ea re omnium nostrorum intentis animis alia ex parte oppidi Adiatunus, qui summam imperi tenebat, cum sexcentis devotis, quos illi soldurios appellant, quorum haec est condicio, uti omnibus in vita commodis una cum his fruantur, quorum se amicitiae dederint, si quid iis per vim accidat, aut eundem casum una ferant aut sibi mortem consciscant; neque adhuc hominum memoria repertus est quisquam, qui eo interfecto, cuius se amicitiae devovisset, mortem recusaret: cum his Adiatunus eruptionem facere conatus clamore ab ea parte munitionis sublato, cum ad arma milites concurrissent vehementerque ibi pugnatum esset, repulsus in oppidum, tamen, uti eadem deditionis condicione uteretur, ab Crasso impetravit.

B. G. III, 22.

Give the principal parts of *intentis, fruantur, ferant, uteretur*. Account for the case of *animis, soldurios, commodis, amicitiae, sibi, memoria*.

Account for the mood and tense of: *fruantur, recusaret, uteretur*.

2. In the following passage (*not to be translated*) transfer into direct discourse the words "Plerosque Belgas," etc. to the end:

Cum ab his quaereret, quae civitates, quantaque in armis essent et quid in bello possent, sic reperiebat: plerosque Belgas esse ortos ab Germanis Rhenumque antiquitus traductos propter loci fertilitatem ibi consedissee Gallosque, qui ea loca incolerent, expulsi, solosque esse, qui patrum nostrorum memoria omni Gallia vexata Teutonum Cimbrosque intra fines suos ingredi prohibuerint; qua ex re fieri, uti earum rerum memoria magnam sibi auctoritatem magnosque spiritus in re militari sumerent.

## IV

## THIRD YEAR LATIN

## CICERO

Mention the orations of Cicero that you have read.

1. Translate (a) if you have read the oration; otherwise (b).

(a) An vero tam parvi animi videamur esse omnes, qui in re publica atque in his vitae periculis laboribusque versamur, ut, cum usque ad extremum spatium nullum tranquillum, atque otiosum spiritum duxerimus, nobiscum simul moritura omnia arbitremur? An statuas et imagines, non animorum simulacra, sed corporum, studiose multi summi homines reliquerunt, consiliorum relinquere ac virtutum nostrarum effigiem nonne multo malle debemus, summis ingeniis

expressam et politam? Ego vero omnia, quae gerebam, jam tum in gerendo spargere me ac disseminare arbitrabar in orbis terrae memoriam sempiternam.

PRO ARCH., 12.

(b) His ego sanctissimis rei publicae vocibus et eorum hominum, qui hoc idem sentiunt, mentibus pauca respondebo: ego, si hoc optimum factu judicarem, patres conscripti, Catilinam morte multari, unius usuram horae gladiatori isti ad vivendum non dedissem; etenim si summi et clarissimi viri Saturnini et Gracchorum et Flacci et superiorum complurium sanguine non modo se non contaminarunt, sed etiam honestarunt, certe verendum mihi non erat ne quid hoc parricida civium interfecto invidiae mihi in posteritatem redundaret; quod si ea mihi maxime impenderet, tamen hoc animo semper fui, ut invidiam virtute partam gloriam, non invidiam putarem; quamquam nonnulli sunt in hoc ordine, qui aut ea quae imminet non videant, aut ea quae vident dissimulant.

2. Translate into Latin:

CAT. I., 12.

- (a) (1) I said that you would be safe, if you would follow my advice.
- (2) Provided only he does not lead his soldiers from the province to Rome, he may be put in charge (*praeficio*) of the army.
- (3) If he had remained at home, and you at Athens, two days longer, it would have pleased me much better.
- (4) As he could not be persuaded to use reason, I finally ordered him not to say another word.
- (5) Oh that you and I were together in some place where we could converse with one another in peace.

(6) Although after three years Cæsar had subdued all the Gallic tribes which resisted Roman authority, yet the Germans were unwilling to remain in their own territory, and often crossed the Rhine into Gaul. In the consulship of Pompey and Crassus a large multitude of Usipetes and Teucteri had emigrated from home and come into the territory of the Belgae. Thinking it would be dangerous, if he should allow these to remain, Caesar decided to bring war upon them.

V

FOURTH YEAR LATIN

VIRGIL

1. Translate:

Olli subridens hominum sator atque deorum  
 voltu, quo caelum tempestatesque serenat,  
 oscula libavit natae, dehinc talia fatur:  
 'parce metu, Cytherea: manent in mota tuorum  
 fata tibi; cernes urbem et promissa Lavini  
 moenia, sublimemque feres ad sidera caeli  
 magnanimum Aenean: neque me sententia vertit.  
 hic tibi (fabor enim, quando haec te cura remordet,  
 longius et volvens factorum arcana movebo)  
 bellum ingens geret Italia populosque feroces  
 contundet, moresque viris et moenia ponet,  
 tertia dum Latio regnantem viderit aestas  
 ternaque transierint Rutulis hiberna subactis.

AEN. I, 254-256.



2. Explain the form and construction of *olli* and of *metu*; the construction of *viris*. Account for the tense of *viderit*. Who is Cytherea? Why *terna* instead of *tria*.
2. Decline: *moenia, sidera, Aenean, ingens, hiberna*. Give the principal parts of: *parce, cernes, vertit, remordet, volvens*.
3. Write out the last three lines, indicating the metrical feet, the principal caesura and the length of each syllable.
4. Give some account of Virgil's life and literary activity.
5. Briefly outline the contents of the sixth book of the Aeneid.

## FIRST YEAR GERMAN

N. B. State where and how long you have studied German.

## I

At the option of the candidate, 20% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question V.

## II

Translate into English:

Ein armer Knabe ging traurig durch die Straßen Wiens, denn seine Mutter war krank, und er konnte keinen Arzt finden, der ohne Zahlung eines Guldens die Kranke besuchen wollte. Da sah er einen vornehmen Herrn in einem Wagen vorbeifahren. Er trat heran und bat ihn um einen Gulden. Der Fremde fragte erstaunt, ob denn nicht eine kleinere 5 Gabe genügen würde. Der Knabe erklärte ihm den Grund seiner Bitte, erhielt den Gulden und eilte zu einem Arzte, nachdem er zuvor dem Fremden seine Wohnung angegeben hatte. Der Fremde ging zur Kranken, die ihn für einen Arzt hielt, schrieb das Rezept und erklärte der Frau, in welche Apotheke sie es schicken müsse, und ging weg. Kaum war er 10 fort, so kam der rechte Doktor. Die Kranke wunderte sich und erklärte ihm, daß schon Einer da gewesen sei und ihr ein Rezept verschrieben habe. Der Doktor nahm es ihr aus der Hand; denn er wollte sehen, was für einen Trank oder welche Pillen sein Kollege verschrieben habe. Wie groß war sein Erstaunen, als er das Rezept las! „Ihr seid einem guten 15 Arzte in die Hände gefallen,“ rief er aus. „Er hat Euch fünf und zwanzig Goldstücke verschrieben, die Ihr Euch vom Schlosse holen lassen könnt! Euer Arzt heißt Kaiser Joseph; hier steht sein Name.“ Das war eine Freude! Vielleicht half diese der Kranken zur Gesundheit; vielleicht tat es auch die Medizin des Doktors. Genug, sie wurde gesund und segnete 20 ihr Leben lang den guten Kaiser Joseph, der sie von großer Armut kuriert hatte.

## III

1. Give the principal parts and the third person singular present indicative of: *ging* (1), *vorbeifahren* (4), *trat heran* (4), *bat* (4), *erhielt* (7), *angegeben* (8), *verschrieben* (14), *las* (15), *gefallen* (16), *rief aus* (16), *heißt* (18), *kuriert* (22).
2. Conjugate in the present and preterit, indicative and subjunctive modes: *konnte* (2), *wollte* (3), *sah* (3), *hielt* (9).

3. Give the third person singular of *lesen* in all tenses, indicative and subjunctive modes, passive voice; the second person singular of *fallen* in all tenses, indicative and subjunctive modes, active voice.

4. Form three German sentences illustrating three different uses of the subjunctive.

5. Name and explain order of: *war* (2), *wollte* (3), *hatte* (8), *war* (10), *rief* (16).

6. Decline throughout: *ein armer Knabe* (1), *keinen Arzt* (2), *eine kleinere Gabe* (5-6), *der rechte Doktor* (11), *die Kranke* (11), *sein Name* (18).

7. Name and explain case of: *Apotheke* (10), *ihr* (12), *ihr* (13), *Kranken* (19), *Leben* (21).

## IV

(a) Answer in complete German sentences:

1. Wie heissen Sie?
2. Wann sind Sie geboren? (Write out numbers).
3. Wie viel Uhr ist es jetzt?
4. Was wollte der Knabe mit dem Gulden?
5. Was ist ein Arzt? eine Apotheke?
6. Warum war der Arzt erstaunt?
7. Was machte die Frau wieder gesund?

(b) Translate into German:

The boy was very sad because the physician had told him that he would not visit his sick mother. When he saw a rich gentleman driving past, he stepped to the carriage and asked the stranger for a gift. If he had known that it was the emperer, he would not have done it.

## V

Not to be answered by candidates electing the oral test (cf. I). Answer only one of the following two questions:

1. Paraphrase in simple German prose the following poem, changing the text and using your own words as far as possible.

## Siegfrieds Schwert

Jung Siegfried war ein stolzer Knab',  
Ging von des Vaters Burg herab,

Wollt' rasten nicht in Vaters Haus,  
Wollt' wandern in alle Welt hinaus.

Und als er ging im finstern Wald,  
Kam er zu einer Schmiede bald.

5

Da sah er Eisen und Stahl genug;  
Ein lustig Feuer Flammen schlug.

„O Meister, liebster Meister mein,  
Laß du mich deinen Gefellen ' sein!

10

Und lehr' du mich mit Fleiß und Aht,<sup>2</sup>  
Wie man die guten Schwertter macht!“

Siegfried den Hammer wohl schwingen kunnt:<sup>3</sup>  
Er schlug den Ambosß<sup>4</sup> in den Grund;

Er schlug, daß weit der Wald erklang  
Und alles Eisen in Stücke sprang. 15

Und von der letzten Eisenstang<sup>5</sup>  
Macht' er ein Schwert so breit und lang:

„Nun hab' ich geschmiedet ein gutes Schwert,  
Nun bin ich wie andre Ritter wert; 20

Nun schlag' ich wie ein anderer Held  
Die Riesen und Drachen in Wald und Feld.“

1 apprentice	3 konnte
2 attention	4 anvil
5 iron bar	

2. (a) Answer in complete German sentences.

1. Wie lange sind Sie schon in Ithaca?
2. Was würden Sie tun, wenn Sie heute kein Examen hätten?
3. Wie heißen die sieben Tage der Woche?

(b) Describe in twelve simple German sentences the room in which this examination is being held.

## SECOND YEAR GERMAN

### I

N. B. State where and how long you have studied German.

At the option of the candidate, 20% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VII.

### II

Translate into English:

Nach einer Wandrung von vielen Tagen stand sie gegen Abend auf einer freundlichen stillen Wiese; gegenüber lag eine kleine Hütte und Vieh weidete auf den nahen Hügeln, das mit seinen Glocken ein angenehmes Getöse durch die Ruhe des Abends machte; auf der andern Seite stand ein Wald, und Magelonens Seele wurde hier zum ersten Male nach langer Zeit ruhig und heiter; sie sagte daher den Wunsch, hier in dieser ruhigen Gegend zu wohnen. Sie ging auf die Hütte zu, aus der ihr ein alter Schäfer entgegentrat, der hier mit seiner Frau sich angesiedelt hatte und fern von der Welt und den Menschen fromme Lämmer groß zog und einen kleinen Acker baute. Sie redete ihn an und flehte als eine Unglückliche um Schutz und Hilfe.

### III

Translate into English:

Es ging auf den Abend zu. Da kam ein fremder Mann auf der Landstraße dahergefahren, der mußte große Eile haben, denn er hieb auf seine Pferde, daß sie mehr laufen mußten, als sie mochten. Und dem Wagen

tat's auch nicht gut; denn der Weg war steinig und uneben. Als aber der Mann einen Wanderer einholte, der zu Fuß seines Weges ging, hielt er etwas an und fragte: „Guter Freund, kann ich wohl noch in die Stadt kommen, ehe es Nacht wird?“ Der Wandersmann sah die leuchtenden Pferde an und den Wagen und den Weg und sagte: „Ja, wenn du langsamer fährst. Ich will auch noch dahin.“ Da dachte der andere bei sich: „Das ist ein rechter Narr! Je schneller man fährt, desto eher kommt man doch an,“ und rannte mit seinem Wagen weiter dem Fußgänger voraus. Als aber dieser eine Stunde weiter gegangen und es ziemlich dunkel geworden war, sah er eine Kutsche am Wege stehen. Die Kutsche kam ihm bekannt vor, und den Mann, der daneben stand und auf seine armen Pferde und auf den schlechten Wagen schalt, erkannte er auch wieder. Spöttisch fragte er ihn, warum er seinem Rat nicht gefolgt sei. Er habe ihm ja gesagt, daß er nicht so schnell fahren dürfe. Es sei seine eigene Schuld, daß er nun die Stadt nicht mehr am selben Tage erreichen könne und daß seine Pferde über Nacht nichts zu fressen bekämen.

## IV

The following questions are based on the second passage for translation:

1. Give the principal parts and the third person singular, present indicative, of: *ging* (1), *hieb* (2), *hielt an* (5-6), *fährst* (9), *dachte* (9), *rannte* (11), *schalt* (15), *dürfe* (17), *fressen* (19), *bekämen* (19).
2. Conjugate in the present and preterit indicative and subjunctive modes: *mussten* (3), *mochten* (3), *dürfe* (17).
3. Decline (a) throughout the singular *grosze Eile* (2), *ein rechter Narr* (10); (b) throughout the plural *seine armen Pferde* (14-15).
4. Change lines 6 to 7 and 8 to 9 into indirect discourse.
5. Change lines 16 to 19 into direct discourse.
6. Explain the position of the prefix in *einholte* (5) and *hielt . . . an* (6).
7. Change lines 1 to 3 and 4 to 7 into the plural, speaking of *zwei fremde Männer* and *zwei Wanderer* and making the necessary changes in verb forms, pronouns, etc.

## V

Answer in complete German sentences:

1. Wann sind Sie geboren? (Write out numbers).
2. Wie heißen die sieben Tage der Woche?
3. Warum hieb der Fremde auf seine Pferde (II, line 3).
4. Was lehrt uns diese Geschichte?

## VI

Translate into German:

A gentleman, who owned a beautiful garden, was walking one day in his park. As he was walking around, he saw his gardener (der Gärtner), who was sleeping in the shade (der Schatten) of a tree. The gardener had not expected his master, as the weather was very warm. When the gentleman saw his servant sleeping instead of working, he became very angry, scolded him and said he did not deserve (verdienen) that the sun shine upon him. But the gardener calmly replied: "I

know it, sir, that is the reason why I am lying in the shade." The master laughed and went away.

## VII

(Not to be answered by candidates electing the oral test).

Carefully read the following poem. *Do not write out a translation, but answer the questions based on the text.*

Im Zimmer drinnen ist's so schwül;<sup>1</sup>  
 Der Kranke liegt auf dem heißen Pfühl.<sup>2</sup>  
 Im Fieber hat er die Nacht verbracht!  
 Sein Herz ist müde, sein Auge verwacht.<sup>3</sup>  
 Er lauscht auf der Stunden rinnenden Sand;  
 Er hält die Uhr in der weißen Hand.  
 Er zählt die Schläge, die sie pikt,  
 Er forschet, wie der Weiser<sup>4</sup> rückt;<sup>5</sup>  
 Er fragt ihn, ob er noch leb' vielleicht,  
 Wenn der Weiser die schwarze Drei erreicht.  
 Die Wartfrau sitzt geduldig dabei,  
 Harrend, bis alles vorüber sei.—  
 Schon auf dem Herzen drückt ihn der Tod—  
 Und draußen dämmert das Morgenrot;  
 An die Fenster klettert der Frühlingstag,  
 Mädchen und Vögel werden wach.  
 Singende Bursche ziehn übers Feld  
 Hinein in die blühende, klingende Welt.—  
 Und immer stiller wird es drin;  
 Die Alte tritt zum Kranken hin.  
 Der hat die Hände gefaltet dicht;  
 Sie zieht ihm das Faken<sup>6</sup> übers Gesicht.  
 Dann geht sie fort. Stumm wird's und leer.  
 Und drinnen wacht fein Auge mehr.

- |              |              |                             |
|--------------|--------------|-----------------------------|
| 1. sultry    | 2. pillow    | 3. dull from sleeplessness. |
| 4. hour hand | 5. advances. | 6. sheet.                   |

(a) Answer in complete German sentences:

1. Warum ist der Kranke schwach und müde?
2. Was fürchtet die Wartfrau?
3. Wie ist es im Zimmer, wie ist es draussen?

(b) Tell this story in prose, in about 50 words and in the preterit tense, using your own words as much as possible.

## THIRD YEAR GERMAN

N. B. State where and how long you have studied German.

## I

At the option of the candidate 30% of the 100% may be counted on an oral test to be given in connection with this paper. Candidates not electing this oral test must answer question VI.

## II

Translate the following passages:

a. Am andern Morgen war im Hause der Baronesse schon früh viel Unruhe. Im großen Saale, der unmittelbar in den Garten führte, war die ganze Familie mit Sonnenaufgang versammelt. Man zog Blumenkränze an den Wänden auf, ein geschmückter Tisch stand unter einer Türe, mit Kleidern, Büchern und mannigfaltigen Andenken bedeckt, und man erwartete nun die älteste Tochter Dorothea, die täglich den Garten am frühesten Morgen zu besuchen pflegte, um sie mit diesen Geschenken und dieser Festlichkeit erfreulich zu überraschen. Es war ihr Geburtstag und Mutter und Töchter hatten alles anordnen können, ohne daß sie es bemerkte, weil sie sich niemals um den Kalender sonderlich bekümmerte. Jetzt kam sie den Garten herunter und sah schon aus der Ferne die versammelten Geschwister. Als sie erstaunt in den Saal trat und alle sie freundlich umringten, die verschiedenen Gaben darboten und Schwestern und Mutter sich so ungewöhnlich liebevoll bezeigten, war sie tief gerührt und um so heftiger erschüttert, je weniger sie diese Feier der Liebe erwartet hatte.

Wie neu ist mir dies! rief sie aus: ach! wie wenig habe ich das um euch verdienen können! Liebt ihr mich denn wirklich so? Alle diese Geschenke, dieser Glanz, diese freundliche Aufmerksamkeit, wie kann ich es euch vergelten? Ich bin so überrascht, daß ihr alle so an mich Arme denken mochtet, daß ich euch noch gar nicht einmal danken kann.

b. Im Sommer war zu Goldenthal nie Schule gehalten worden, denn die größeren Kinder mußten den Eltern in Feld- und Hausgeschäften helfen. Aber Oswald nahm auch im Sommer die Kleinen zu sich und unterrichtete sie einige Stunden und gab ihnen bei sich zu spielen oder kleine Geschäfte in seinem Garten und Feld, wohin sie ihn begleiteten und Steinchen aus dem Acker trugen, Unkraut ausrumpften und dergleichen. Als das die andern Kinder sahen, baten sie Oswald, sie nicht zu vergessen, und er nahm sie, wenn er fertig war, auch noch zu sich und setzte den Unterricht mit ihnen fort. An Sonn- und Festtagen ging er mit ihnen sogar spazieren in Feld und Wald, zeigte ihnen die giftigen Kräuter und erzählte gräuelhafte Geschichten davon; oder er erzählte ihnen vom Leben und der Haushaltung der Tiere, der zahmen und wilden; von den Quellen, Strömen und Meeren; von den Bergen und Höhlen; von den Ländern und Menschen auf Erden; von den Sternen, und wie weit sie von uns entfernt wären und wie groß. Das hatte er alles gesehen und in Büchern gelesen.

## III

1. Give the principal parts and the third person singular, present indicative of: *zog . . . auf* (3-4), *kam . . . hcrunter* (11), *sah* (11), *darboten* (13), *vergellen* (20), *gehalten* (22), *helfen* (24), *nahm* (24), *baten* (28), *gelesen* (36).
2. Give, with the definite article, the nominative and genitive singular and the nominative plural of: *Kleidern* (5), *Gaben* (13), *Geschäfte* (26), *Garten* (26), *Feld* (26), *Steinchen* (27), *Wald* (31), *Kräuter* (31), *Strömen* (34), *Menschen* (35).
3. Decline throughout the singular and plural: *die größeren Kinder* (25), throughout the singular: *ein geschmückter Tisch* (4); throughout the plural: *mannigfaltigen Angedenken* (5).
4. Explain the difference in meaning between *als* and *wenn* in the sentence beginning line 28.
5. (a) Why *mit ihnen* and not *damit* in line 30?  
 (b) Why *davon* and not *von ihnen* in line 32?  
 (c) Explain the form *können* in line 9?  
 (d) Explain the subjunctive *wären* in line 36. Could any other form be substituted here?

## IV

Carefully read the following poem. *Do not write out a translation*, but answer the questions based on the text.

1. Ich bin vom Berg der Hirtenknab',  
 Seh' auf die Schösser all herab;  
 Die Sonne strahlt am ersten hier,  
 Am längsten weilet sie bei mir;  
 Ich bin der Knab' vom Berge.
2. Hier ist des Stromes Mutterhaus,  
 Ich trink' ihn frisch vom Stein heraus;  
 Er braust vom Fels in wildem Lauf,  
 Ich fang' ihn mit den Armen auf;  
 Ich bin der Knab' vom Berge.
3. Der Berg, der ist mein Eigentum,  
 Da ziehn die Stürme ringsherum;  
 Und heulen sie von Nord und Süd,  
 So überschallt sie doch mein Lied:  
 „Ich bin der Knab' vom Berge.“
4. Sind Blitz und Donner unter mir,  
 So steh' ich hoch im Blauen hier;  
 Ich kenne sie und rufe zu:  
 „Laßt meines Vaters Haus in Ruh!“  
 Ich bin der Knab' vom Berge.

5. Und wann die Sturmglock' <sup>1</sup> einst erschallt,  
 Manch Feuer auf den Bergen wallt,  
 Dann steig' ich nieder, tret' ins Glied<sup>2</sup>  
 Und schwing' mein Schwert und fang mein Lied:  
 „Ich bin der Knab' vom Berge.“

<sup>1</sup> alarm bell, tocsin

<sup>2</sup> enter the ranks

1. Make a conjunctive clause (a) of 3, 3, (b) of 4, 1.
2. Answer in complete German sentences the following questions:
  - (a) Warum sieht der Hirtenknabe den Sonnenaufgang früher als die Menschen, die im Tale wohnen?
  - (b) Was entspringt auf den Bergen?
  - (c) Wie stillt der Knabe seinen Durst?
  - (d) Was befiehlt er dem Blitz und Donner? (Indirect discourse).
3. Das Leben des Hirtenknaben auf den Bergen ist in ungefähr 100 Worten deutsch zu beschreiben.

#### V

Translate into German, using the pronoun *du* and the corresponding possessive pronoun throughout:

A. You told me yesterday that you had lost the German book we are reading now. Have you found it since?

B. Yes, but so late, that I have not been able to translate the five pages for today.

A. You will find them very easy, and you still have an hour and a half to prepare the lesson, have you not?

B. Yes, but I don't know if that is enough for me. If I had thought so, I should have brought my dictionary along. Would you lend me yours?

A. With pleasure, if you will return it to me this afternoon. To be sure, I don't know if I shall be here. If you don't see me, leave the book on my desk or hand it to Otto Werner who knows where I live.

#### VI

(Only for those who do not take the oral test).

Write an exercise in German, of about 150 words, on one of the following topics: *Meine Heimatstadt* or *Wie ich den Sommer verbracht habe*.

### FIRST YEAR FRENCH

#### I

1. Inflect the following tenses:
  - a. Present subjunctive of *vouloir*.
  - b. Present indicative of *manger*.
  - c. Past indefinite of *aller*.
  - d. Present subjunctive of *appeler*.
  - e. Past definite of *savoir*.
  - f. Past definite of *voir*.



2. Write synopsis of all simple and compound tenses of:
  - a. *venir* in 3d person plural.
  - b. *croire* in 2d person plural.
  - c. *boire* in 1st person plural.
3. Write feminine plural form of the following adjectives: **blanc, général, bleu, flatteur, sec, gros, heureux, ancien, beau, doux.**
4. State three rules concerning the agreement of the past participle, and illustrate each with a complete sentence.
5. Inflect the personal pronouns, singular and plural.

## II

1. Write the following sentences correctly in French:
  - a. Mes soeurs ont allé à voir ma mère.
  - b. Je n'y ai pas jamais été.
  - c. Elle s'est coupée le main.
  - d. Personne est ici.
  - e. Combien d'élèves sont-ils dans la classe?
  - f. Pourquoi pas n'est elle venu?
2. Translate into French:
  1. If you have any money, give me some, but don't give her any.
  2. How much did you pay for those hats? I paid ten francs for them.
  3. Tell him not to come.
  4. It is cold here in winter, but our house is warm.
  5. You say that you have been here two years.
  6. English is spoken in the United States, but in France they speak only French.
  7. I do not know that man. Who is he?
  8. Which of these two flowers do you prefer?
  9. Here are the books, of which I was speaking.
  10. If I were in your place, I would not go.

## III

1. Translate into English:

—Je vous ai dit ce que je pense, répondit l'oncle en se levant, et maintenant je n'en parlerai plus, puisque telle est votre volonté; mais cela ne m'empêchera pas d'honorer en vous une douce et noble créature, et d'être fier de vous avoir donné mes soins. Et le commandant m'a dit aussi quel était votre père et quels étaient vos frères: des gens simples, naïfs, partis tous ensemble pour défendre ce qu'ils croyaient être la justice. Quand tant de milliers d'hommes orgueilleux ne pensent qu'à leurs intérêts, et, je le dis à regret, quand ils se croient nobles en ne songeant qu'aux choses de la matière, on aime à voir que la vraie noblesse, celle qui vient du désintéressement et de l'héroïsme, se réfugie dans le peuple. Qu'ils soient Républicains ou non, qu'importe! je pense, en âme et conscience, que les vrais nobles à la face de l'Éternel sont ceux qui remplissent leur devoir."

2. Translate into English:

Si le coup de pistolet fit tressaillir la reine mère et son fils, on peut bien croire que le blessé, dans sa triste insomnie, ne fut pas sans l'entendre. Il n'avait pas grand monde autour de lui. Beaucoup étaient au Louvre, chez le roi de Navarre, pour qui on craignait encore plus. Mais il avait, dans deux maisons voisines de son hôtel, deux postes de gardes du roi. Il se sentait gardé par la parole royale, par les promesses et les traités faits avec les princes étrangers, par tout ce qu'il y a de respecté parmi les hommes. Il venait de recevoir une visite aimable, la plus rassurante de toutes. La nouvelle mariée, Marguerite de Navarre, était venue le voir, et comme chercher la bénédiction du vieillard.

3. Give five principal parts of all irregular verbs in these two passages.

## SECOND YEAR FRENCH

### I

1. Inflect the following tenses:
- Present indicative of *connaître*.
  - Present subjunctive of *concevoir*.
  - Future indicative of *envoyer*.
  - Future indicative of *acquérir*.
  - Imperfect indicative of *conduire*.
  - Past definite of *recevoir*.
  - Present indicative of *dire*.
2. Name the interrogative pronouns and illustrate the use of each in a complete sentence.
3. State three rules concerning the agreement of the past participle, and illustrate each with a complete sentence.

### II

1. Write the following sentences correctly in French:
- Où sont les fleurs que j'ai acheté? Je lui les ai donné.
  - Vous faites bien de bruit.
  - Je ne vois pas personne.
  - Il le faut aller à l'école.
  - Je l'ai fait lire cette livre.
  - Je n'ai rien de faire.
  - Venez à me voir demain.
  - Si vous avez de livres, donnez-moi-en.
2. Translate into French:
- If I had had any money, I should have given him some.
  - If I were rich, I should travel in France.
  - Tell him to come to speak to me.
  - Why have you never come to see me during your stay in Paris?
  - He gave me the book in order that I might study it.

6. My father has to work every day from seven o'clock in the morning until six o'clock in the evening.
  7. Do you know why she has not come?
  8. Which of those two gentlemen do you know?
  9. At what time must I start?
  10. He does not know what to do.
3. Translate into French:

I have been going to school for ten years, and I have studied all sorts of things: mathematics, geography, foreign languages. The latter have always been very hard for me. They say that it is necessary to make a stay in Europe in order to perfect oneself. Nevertheless, one can make great progress in class, and then, when the opportunity presents itself to travel abroad, one is all ready to profit by it. If I pass my examinations, I shall stay four years at the university, and shall then enter into some career in order to earn a livelihood.

## III

1. Translate into English:

Il était facile à prévoir que la France serait forcée tôt ou tard d'envahir l'Italie. Appelée dix fois, vingt fois peut-être, elle avait fait la sourde oreille, laissant démêler cette affaire entre l'Aragonais et le Provençal qui, depuis deux cents ans, se disputaient le royaume de Naples. Mais le temps arrivait où l'Italie allait infailliblement devenir la proie d'une grande puissance. Deux paraissaient à l'horizon, l'Espagne et l'empire turc.

Celui-ci était un empire, mais bien plus encore un grand mouvement de populations musulmanes, qui chaque année, par un progrès fatal, gravitait vers l'ouest et venait heurter l'Italie. Au midi, il se révélait comme force maritime. Il venait de détruire Otrante, phénomène sinistre qui inaugura pour toutes les côtes les ravages des barbaresques, l'enlèvement périodique des populations. Au nord, il se montrait dans l'Istrie, le Frioul et autres États vénitiens, par son côté tartare, je veux dire par ces courses d'immense cavalerie irrégulière qui, répétées annuellement, rendaient le pays inhabitable, incultivable, désert, et préparaient ainsi la conquête définitive. Les sultans ottomans entraînaient le monde barbare par l'attrait de ces pillages, par l'idée religieuse et la haine de l'idolâtrie chrétienne, par le serment de prendre Rome. Leurs guerres, à cette époque, étaient effroyablement destructrices.

2. Give five principal parts of all irregular verbs in this passage.

## THIRD YEAR FRENCH

## I

1. Write a synopsis in all simple and compound tenses of:

- a. *absoudre* in 3d person plural.
- b. *arriver* in 2d person plural.
- c. *vivre* in 3d person singular.
- d. *vaincre* in 1st person singular.

2. Illustrate in complete sentences, the uses of the subjunctive mood in dependent clauses.

3. Translate the following phrases:

- a. Il est en train de se tuer.
- b. Je viens de me tirer d'affaire.
- c. Il s'est laissé faire.
- d. Comment faut-il s'y prendre?
- e. Il se doutait de mon affection.
- f. Vous avez beau parler.
- g. Elle se mit à pleurer.
- h. Je me moque de vos accusations.
- i. A quoi bon se plaindre?

## II

1. Translate into French:

1. This old man has two children, of whom one is intelligent and the other stupid.

2. How many times have I told you not to do that?
3. He never understands what I say to him.
4. Most of the books, which we have read, are not very interesting.
5. What must I do in order to pass the examination?
6. Please tell me at what time the train starts for Paris.
7. If I had not so many things to do, I should accompany you to the theatre this evening.
8. It is a pity that she did not come sooner.
9. If you have any bread, give me some. I am hungry.
10. When it is very cold, it is necessary to stay in the house.

2. Translate into French:

How many times have you been in France?—I have travelled there three or four times, and I spent an entire winter in Paris for my art studies.—You must speak French very fluently.—I regret to say that I did not make as much progress as I should have made. I used to know a great many Americans, and we wasted the time in speaking English. There are so many diversions at the great capital that it is very hard to apply oneself to one's studies.

## III

1. Translate into English:

La pitié pour la souffrance devait exister de tous les temps au fond du cœur: cependant une grande différence caractérise la morale des anciens, et la distingue de celle du christianisme; l'une est fondée sur la force, et l'autre sur la sympathie. L'esprit militaire, qui doit avoir présidé à l'origine des sociétés, se fait sentir encore jusque dans la philosophie stoïcienne; la puissance sur soi-même y est exercée, pour ainsi dire, avec une énergie guerrière. Le bonheur des autres n'est point l'objet de la morale des anciens; ce n'est pas les servir, c'est se rendre indépendant d'eux, qui est le but principal de tous les conseils des philosophes.

La religion chrétienne exige aussi l'abnégation de soi-même, et l'exagération monacale pousse même cette vertu fort au delà de l'austérité philosophique des anciens; mais le principe de ce sacrifice dans la religion chrétienne, c'est le dévouement à son Dieu ou à ses semblables, et non, comme chez les stoiciens, l'orgueil et la dignité de son propre caractère. En étudiant le sens de l'Évangile, sans y joindre les fausses interprétations qui en ont été faites, on voit aisément que l'esprit général de ce livre, c'est la bienfaisance envers les malheureux. L'homme y est considéré comme devant recevoir une impression profonde par la douleur de l'homme.

2. Give five principal parts of all irregular verbs in this passage.

### FIRST YEAR SPANISH

#### I

1. Pronunciation.
2. Dictation.

#### II

1. Give the possessive adjectives in Spanish and explain their uses.
2. Write the comparatives of *bueno*, *malo*, *grande*, *pequeño*, *mucho*, *poco*, *mal*.
3. Write the plural of *el frac*, *el carácter*, *el choque*, *el taller*, *el salón*, *el examen*, *la ráfaga*.
4. Write the ordinal numbers from one to twelve; write the cardinal numbers by hundreds to one thousand.
5. In what ways can an impersonal be expressed in Spanish?

#### III

1. Write a synopsis in the first person singular and third person plural (indicative and subjunctive) of the verbs *haber*, *ser*, *deber*, *vivir*, *ver*.
2. Conjugate the following:
  - a. Present indicative of *venir*, *dormir*.
  - b. Imperfect indicative of *ir*, *reír*.
  - c. Preterite indicative of *andar*, *decir*.
  - d. Future indicative of *salir*, *hacer*.
  - e. Present subjunctive of *caber*, *traer*.
  - f. Imperfect subjunctive of *querer*, *oír*.

#### IV

Translate:

1. Acaba de verles.
2. Me voy en seguida porque ha dado las once.
3. Aunque sea bueno está malo.
4. Éste me lo dijo.
5. Hace quince semanas.
6. Estaba enseñándomelas.
7. V. tiene razón, no sé tocar nada.

## V

Translate:

1. I have a book which I like very much.
2. What time is it? It is half past two.
3. He introduced her to me and now I can introduce you to her.
4. I know the author of the latest play.
5. The day after to-morrow I am going away.
6. He is older than his brother but he is not as tall.
7. The more you study, the more you learn.
8. I am looking for a servant who speaks Spanish.
9. The old house is on this street, is it not?
10. The lady told me that she would come and visit us if she had the time.
11. I must learn this poem for to-morrow morning.
12. Although he is rich he never enjoys his money.
13. Last night I had to write a hundred words in my writing book.
14. I wish him to write her a letter.
15. If you are thirsty there is water in the dining-room.

## VI

Translate:

Eran las dos de una tarde de Octubre.

El esquilón de la Catedral tocaba á vísperas,—lo cual equivale á decir que ya habían comido todas las personas principales de la ciudad.

Los canónigos se dirigían al coro, y los seglares á sus alcobas á dormir la siesta, sobre todo aquellos que, por razón de oficio, v. gr., las autoridades, habían pasado la mañana entera trabajando.

Era, pues, muy de extrañar que á aquella hora, impropia además para dar un paseo, pues todavía hacía demasiado calor, saliese de la Ciudad, á pie, y seguido de un solo alguacil, el ilustre señor Corregidor de la misma,—á quien no podía confundirse con ninguna otra persona ni de día ni de noche, así por la enormidad de su sombrero de tres picos y por lo vistoso de su capa de grana, como por lo particularísimo de su grotesco donaire.

—ALARCÓN.

## VII

Translate:

Una tarde, á eso de las seis, los ladrones que habían salido de servicio aquel día á las órdenes del segundo de Parrón, regresaron al campamento, llevando consigo, maniatado como pintan á nuestro Padre Jesús Nazareno, á un pobre segador de cuarenta á cincuenta años, cuyas lamentaciones partían el alma.

—¡ Dadme mis veinte duros! (decía) ¡ Ah! ¡ Si supierais con qué afanes los he ganado! ¡ Todo un verano segando bajo el fuego del sol! . . . ¡ Todo un verano lejos de mi pueblo, de mi mujer y de mis hijos!—¡ Así he reunido, con mil sudores y privaciones, esa suma, con que podríamos vivir este invierno! . . . Y cuando ya voy de vuelta, deseando abrazarlos y pagar las deudas que para comer hayan hecho aquellos infelices, ¿cómo he de perder ese dinero, que es para mí un tesoro?

—¡Piedad, señores! ¡Dadme mis veinte duros! ¡Dádmelos, por los dolores de María Santísima!

Una carcajada de burla contestó á las quejas del pobre padre.

—ALARCÓN.

## SECOND YEAR SPANISH

### I

1. Pronunciation. 2. Dictation.

### II

1. Give five rules for the use of the subjunctive in Spanish. Illustrate each by an example.
2. Conjugate in the indicative and subjunctive the verbs *poner, dar, reír, traer*.
3. Conjugate:
  - (a) the present indicative of *ser, haber, adquirir, venir*.
  - (b) the preterit of *decir, sentir, andar, llegar*.
  - (c) the present subjunctive of *hacer, poder, caber, traducir*.
  - (d) the imperfect subjunctive of *estar, querer, dar*.
4. Write a table of the objective personal pronouns.

### III

Translate:

When Don Quijote saw all the wind mills in the large field before him he said to Sancho Panza: "Fortune is guiding us better than we could have hoped, for here are thirty or more immense giants, with whom I intend to fight and whose lives I am going to take. Their spoils will be the starting of our fortune. This is a good war too, and it is doing a great service to God in removing such evils from the earth". Although Sancho Panza claimed that the objects before them were not giants but wind mills, Don Quijote would not listen to him. Ordering Sancho to place himself to one side he prepared to enter into unequal combat. Commending himself to his lady Dulcinea and begging her to aid him in this undertaking, he attacked the first mill which was before him. And as he gave one of the wings a blow with his lance the wind came up with such fury that it broke the lance in pieces and sent both horse and rider rolling on the ground. Sancho Panza hastened up at full speed to aid his master and when he arrived he found that Don Quijote was unable to move because of the kick which Rocinante had given him.

### IV

Translate:

1. I am looking for a young man who does not smoke to be a companion to my two sons.
2. Louis the fourteenth, king of France, reigned longer than any other monarch. He began to reign in sixteen hundred forty-three and died in seventeen hundred fifteen.

3. If he had heard her play the piano he would have had a different opinion of her ability.
4. Truly this is the best book he has ever written but I prefer those stories of the sea which he used to write.
5. Would that I could see her now.
6. I like her very much but she does not like me.

## V

Translate:

Los dos hermanos se profesaban vivo cariño. Nacidos en la clase más humilde, habían luchado solos en edad temprana por salir de la ignorancia y de la pobreza, viéndose á punto de sucumbir diferentes veces; mas tanto pudo en ellos el impulso de una voluntad heroica, que al fin llegaron jadeantes á la ansiada orilla, dejando atrás las turbias olas en que se agita en constante estado de naufragio el grosero vulgo.

Teodoro, que era el mayor, fué médico antes que Carlos ingeniero. Ayudó á éste con todas sus fuerzas mientras el joven lo necesitara, y cuando le vió en camino, tomó el que anhelaba su corazón aventurero, yéndose á América. Allá trabajó, juntamente con otros afamados médicos europeos, adquiriendo bien pronto dinero y fama. Hizo un viaje á España, tornó al Nuevo Mundo, vino más tarde para regresar al poco tiempo.

Era un hombre de facciones bastas, moreno, de fisonomía inteligente, labios gruesos, pelo negro y erizado, mirar centelleante, naturaleza incansable, constitución fuerte, si bien algo gastada por el clima americano. Su cara, grande y redonda, su frente huesuda, el fuego de sus ojos, sus gruesas manos, habían sido motivo para que dijeran de él: „es un león negro." En efecto, parecía un león, y, como el rey de los animales, no dejaba de manifestar á cada momento la estimación en que á sí mismo se tenía. Pero la vanidad de aquel hombre insigne era la más disculpable de todas las vanidades, pues consistía en sacar á relucir dos títulos de gloria, á saber: su pasión por la cirugía y la humildad de su origen. Hablaba por lo general incorrectamente, por ser incapaz de construir con gracia y elegancia las oraciones. Sus frases, rápidas y entrecortadas, se acomodaban á la emisión de su pensamiento, que era una especie de emisión eléctrica.

—PÉREZ GALDÓS.

## IV

Translate:

## NOCHE DE ABRIL

Es ya tarde: bate el sueño  
Sobre la ciudad sus alas,  
En el silencio sus galas  
Muestra la noche gentil;  
Abren su seno las flores  
Al rocío transparente,  
Y se respira el ambiente  
Perfumado del abril.



En Nápoles, on las noches  
 De primaveras serenas,  
 Vierte por todas sus venas  
 Naturaleza su amor;  
 Y es el silencio armonía,  
 Bálsamo el aire, las flores  
 Ninfas, las sombras colores,  
 Y los claros resplandor.

Y todo vago, indeciso,  
 Dulcemente se confunde,  
 Y melancolía infunde  
 Tan súaave al corazón,  
 Que en la atmósfera mecido  
 De sus sueños se recrea,  
 Gira y corre distraído  
 De ilusión en ilusión

No va el silfo más ligero  
 En un rayo de la luna;  
 Ya acaricia lisonjero  
 Con sus besos una flor;  
 Ya en la límpida laguna  
 Forma un riel de topacio,  
 Ya perdido en el espacio  
 Se disipa cual vapor.

—JUAN VALERA.

### THIRD YEAR SPANISH

(Write a full statement of your previous course in Spanish, name the text-books used and the authors or works read, including the approximate number of pages and the time spent.)

#### I

1. Pronunciation.
2. Dictation.

#### II

Translate:

I used to dream of that tranquil life of the poet, which glows with a soft light from generation to generation. I used to dream that the city that saw my birth would one day swell with pride at my name, adding it to the brilliant list of her illustrious sons, and, when death should put an end to my existence, that they would lay me down to dream the golden dream of immortality on the banks of the Bétis, whose praises I should have sung in splendid odes, and in that very spot where I used to go so often to hear the sweet murmur of its waves. A white stone with a cross and my name should be my only monument.

The poplars, swaying night and day above my grave, should seem to utter prayers for my soul in the rustling of their green and silver leaves. In them the birds should come and nest, that they might sing at dawn a joyous hymn to the

resurrection of the spirit to regions more serene. The willow, covering the spot with floating shadows, should lend to its own vague sadness, as it bent and shed about its soft, wan leaves, as if to protect and to caress my mortal spoils. The river, too, which in flood tide might almost come and kiss the border of the slab o'ergrown with reeds, should lull my sleep with pleasant music.

—BÉCQUER.

### III

Translate:

In my opinion, these attempts to separate philosophy from the other sciences are also open to serious and well-founded objections. Philosophy is the science of knowledge, they say. Such a science, however, has another and an older name: logic, or the theory of knowledge. Why should it exchange this name for another, and that, too, for one already having a different and wider signification? For, according to the common usage of language, logic, or the theory of knowledge is one philosophical discipline out of many. And the same objection may be raised against the two other views. We are accustomed to designate investigations of mental life in its historical aspects as mental science in opposition to the natural sciences. Similarly, the investigation of goods and values is commonly called ethics, or forms a part of this science. Ethics, however, and the other mental sciences, do not constitute the whole of philosophy. They are, according to the common usage of language, parts of philosophy.

—FRIEDRICH PAULSON.

### IV

Translate:

Enfrente de la habitación en que escribo estas líneas hay un casucho de miserable aspecto. Este casucho tiene tres pisos. El primero se adivina por tres angostísimas ventanas abiertas á la calle. Nunca he podido conocer los seres que viven el él. El segundo tiene un desmantelado balcón que se extiende por todo el ancho de la fachada. El tercero le componen dos buhardillones independientes entre sí. En el de mi derecha vive, digo mal, vivía hace pocos días, un matrimonio joven aún, con algunos hijos de corta edad. El marido era bizco, de escasa talla, cetrino, de ruda y alborotada cabellera; gastaba ordinariamente una elástica verde remendada y unos pantalones pardos, rígidos, indomables ya por los remiendos y la mugre. Llamábanle de mote el *Tuerto*. La mujer no es bizca como su marido, ni morena; pero tiene los cabellos tan cerdosos como él, y una rubicundez en la cara, entre bermellón y chocolate, que no hay quien la resista. Gasta saya de bayeta anaranjada, jubón de estameña parda y pañuelo blanco á la cabeza. Los chiquillos no tienen fisonomía propia, pues como no se lavan, según es el tizne con que primero se ensucian, así es la cara con que yo los veo. En cuanto á traje, tampoco se le conozco determinado, pues en verano andan en cueros vivos, ó se disputan una desgarrada camisa que á cada hora cambia de poseedor. En invierno se las arreglan, de un modo análogo, con las ropas de desperdicio del padre, con un refajo de la madre, ó con la manta de la cama.

El *Tuerto* era pescador, su mujer es sardinera, y los niños. . . viven de milagro.

—PEREDA.

## V

Translate:

Iremos á un teatrillo. . . ¿ Quiere usted? Dicen que es muy gracioso *El padrón municipal*, en Lara.

Teatrillo. . . ¿ calor, luces, gente? Usted pretende asesinarme. No: si lo que me pide el cuerpo es ejercicio. Así, conforme estoy, sin vestirme. . . Me planto un abrigo y un velo. . .

A sus órdenes.

Cuando salieron á la calle, Asís suspiró, aliviada, y con el impulso de su andar señaló la dirección del paseo.

El barrio de Salamanca, causa la ilusión gratísima de estar en el campo: masas de árboles, ambiente oxigenado y oloroso, espacio libre, y una bóveda de firmamento que parece más elevada que en el resto de Madrid.

La noche era espléndida, y al levantar Asís la cabeza para contemplar el centelleo de los astros, se le ocurrió, por decir alguna cosa, compararlos á las joyas que solía admirar en los bailes.

Aquellas cuatro estrellitas seguidas parecen el imperdible de la marquesa de Riachuelo. . . cuatro brillantazos que le dejan á uno bizco. Esa constelación. . . ¡allí, hombre, allí! hace el mismo efecto que la joya que le trajo de París su marido á la Torres-Nobles. . . Hasta tiene en medio una estrellita amarillenta, que será el brillante brasileño del centro. Aquel lucero tan bonito, que está solo. . .

Es Venus. . . Tiene algo de emblemático eso de que Venus sea tan guapa.

Usted está siempre confundiendo lo humano y lo divino. . .

—EMILIA PARDO BAZÁN.

## VI

Translate:

## LOS SOLLOZOS

Si á mis sollozos les pregunto adónde  
La dura causa está de su aficción,  
De un ¡ ay ! que ya pasó, la voz responde:  
„De mi antiguo dolor *recuerdos* son.”

Y alguna vez, cual otras infelice,  
Que sollozo postrado en la inacción !  
De otro ¡ ay ! que aun no llegó, la voz me dice:  
„De mi dolor *presentimientos* son.”

¡ Ruda inquietud de la existencia impía!  
¿Dónde calma ha de hallar el corazón,  
Si hasta sollozos que la *inercia* cría,  
*Presentimientos ó memorias* son?

## EL MAYOR CASTIGO

Cuando de Virgilio en pos  
Fué el Dante al infierno á dar,  
Su conciencia, hija de Dios,  
Dejó á la puerta al entrar.

Después que á salir volvió,  
 Su conciencia el Dante hallando,  
 Con ella otra vez cargó,  
 Mas dijo así suspirando:  
 Del infierno en lo profundo,  
 No ví tan atroz sentencia  
 Como es la de ir por el mundo  
 Cargado con la conciencia.

—RAMÓN DE CAMPOAMOR.

## VII

Give all rules for the sequence of tenses in Spanish.

## FIRST YEAR ITALIAN

### I

1. Give the forms of the definite article and the contractions with the prepositions: *a, con, da, di, in, per, su*.
2. Give the cardinal numerals up to twenty.
3. Give the personal, possessive, demonstrative, and indefinite pronouns.
4. Give some adverbs of time, place, quantity, and manner.

### II

Conjugate present indicative of *andare* and *dare*.

- “ imperfect of *fare* and *potere*.  
 “ preterit of *avere* and *essere*.  
 “ future of *potere* and *dovere*.  
 “ conditional of *tenere* and *vedere*.  
 “ present subjunctive of *stare* and *partire*.  
 “ imperfect subjunctive of *temere* and *mostrare*.

### III

Translate into Italian:

1. Today is very warm.
2. I am hungry and cold.
3. How old are you?
4. I am twenty-five.
5. Please sit down.
6. Here is the Italian's book.
7. Good morning, how are you?
8. I like Florence.
9. What is the name of this?
10. My friend has cut his finger.

### IV

Translate into English:

Ieri sera mentre il maestro ci dava notizie del povero Robetti, che dovrà camminare un pezzo con le stampelle, entrò il Direttore con un nuovo iscritto, un

ragazzo di viso molto bruno, coi capelli neri, con gli occhi grandi e neri, con le sopracciglia folte e raggiunte sulla fronte; tutto vestito di scuro, con una cintura di marocchino nero intorno alla vita. Il Direttore, dopo aver parlato nell'orecchio al maestro, se ne uscì, lasciandogli accanto il ragazzo, che guardava noi con quegli occhioni neri, come spaurito. Allora il maestro gli prese una mano, e disse alla classe:—Voi dovete essere contenti. Oggi entra nella scuola un piccolo italiano nato a Reggio di Calabria, a più di cinquecento miglia di qua. Vogliate bene al vostro fratello venuto di lontano. Egli è nato in una terra gloriosa, che diede all'Italia degli uomini illustri, e le dà dei forti lavoratori e dei bravi soldati; in una delle più belle terre della nostra patria, dove son grandi foreste e grandi montagne, abitate da un popolo pieno d'ingegno e di coraggio. Vogliategli bene, in maniera che non s'accorga di esser lontano dalla città dove è nato; fategli vedere che un ragazzo italiano, in qualunque scuola italiana metta il piede, ci trova dei fratelli.—Detto questo s'alzò e segnò sulla carta murale d'Italia il punto dov'è Reggio di Calabria. Poi chiamò forte:—Ernesto Derossi!—quello che ha sempre il primo premio. Derossi s'alzò.—Vieni qua,—disse il maestro. Derossi uscì dal banco e s'andò a mettere accanto al tavolino, in faccia al calabrese.—Come primo della scuola,—gli disse il maestro,—dà l'abbraccio del benvenuto, in nome di tutta la classe, al nuovo compagno; l'abbraccio dei figliuoli del Piemonte al figliuolo della Calabria.—Derossi abbracciò il calabrese, dicendo con la sua voce chiara:—Benvenuto!—e questi baciò lui sulle due guancie, con impeto. Tutti batterono le mani.—Silenzio!—gridò il maestro,—non si batton le mani in iscuola! —Ma si vedeva ch'era contento. Anche il calabrese era contento. Il maestro gli assegnò il posto e lo accompagnò al banco.

## V

Translate at sight:

## I

Voi ch' ascoltate in rime sparse il suono  
 Di quei sospiri ond'io nudriva il core  
 In sul mio primo giovenile errore,  
 Quand' era in parte altr' uom da quel ch'i' sono;  
 Del vario stile, in ch'io piango e ragiono  
 Fra le vane speranze e'l van dolore;  
 Ove sia chi per prova intenda amore,  
 Spero trovar pietà, non che perdono.  
 Ma ben veggì 'or, si come al popol tutto  
 Favola fui gran tempo: onde sovente  
 Di me medesimo meco mi vergogno;  
 El del mio vaneggiar vergogna è'l frutto,  
 E'l pentirsi, e'l conoscer chiaramente,  
 che quanto piace al mondo è breve sogno.

—FRANCESCO PETRARCA: *Rime*.

## II

L'ape e la serpe spesso  
 Suggon l'istesso umore  
 Ma l'alimento istesso  
 Cangiando in lor si va:  
 Che dalla serpe in seno  
 Il fior si ja veleno  
 In sen dell' 'ape il fiore  
 Dolce liquor si fa.

—METASTASIO: *Morte d' Abel.*

## SECOND YEAR ITALIAN

## I

Translate into English:

I. Primo d'aprile! Tre soli mesi ancora. Questa è stata una delle più belle mattinate dell'anno. Io ero contento, nella scuola, perchè Coretti m'aveva detto d'andar dopo domani a veder arrivare il Re, insieme con suo padre *che lo conosce*; e perchè mia madre m'aveva promesso di condurmi lo stesso giorno a visitar l'Asilo infantile di Corso Valdocco. Anche ero contento perchè il "mura-torino" sta meglio, e perchè ieri sera, passando, il maestro disse a mio padre:—Va bene, va bene.—E poi era una bella mattinata di primavera. Dalle finestre della scuola si vedeva il cielo azzurro, gli alberi del giardino tutti coperti di germogli, e le finestre delle case spalancate, colle cassette e i vasi già verdeggianti. Il maestro non rideva, perchè non ride mai, ma era di buon umore, tanto che non gli appariva quasi più quella ruga diritta in mezzo alla fronte; e spiegava un problema sulla lavagna, celiando. E si vedeva che provava piacere a respirar l'aria del giardino che veniva per le finestre aperte, piena d'un buon odor fresco di terra e di foglie, che faceva pensare alle passeggiate in compagnia. Mentre egli spiegava, si sentiva in una strada vicina un fabbro ferraio che batteva sull'incudine e nella casa di faccia una donna che cantava per abbormentare il bambino: lontano, nella caserma della Cernaia, sonavano le trombe. Tutti parevano contenti, persino Stardi. A un certo momento il fabbro si mise a picchiar più forte, la donna a cantar più alto. Il maestro s'interruppe e prestò l'orecchio. Poi disse lentamente, guardando per la finestra:—Il cielo che sorride, una madre che canta, un galantuomo che lavora, dei ragazzi che studiano... delle cose belle.—Quando uscimmo dalla classe, vedemmo che anche tutti gli altri erano allegri; tutti camminavano in fila pestando i piedi forte e canticchiando, come alla vigilia d'una vacanza di quattro giorni; le maestre scherzavano; quella della penna rossa saltellava dietro i suoi bimbi come una scolaretta; i parenti dei ragazzi discorrevano fra loro ridendo, e la madre di Crossi, l'erbaiola, ci aveva nelle ceste tanti mazzi di violette, che empivano di profumo tutto il camerone. Io non sentii mai tanta contentezza come questa mattina a veder mia madre che mi aspettava nella strada. E glielo dissi andandole incontro:—Sono contento: cos'è mai che mi fa così contento questa mattina?—E mia madre mi rispose sorridendo che era la bella stagione e la buona coscienza.

—AMICIS—*Cuore.*

## II

## INVIDIA

O di superbia figlia  
 D'ogni vizio radice  
 Nemica di te stessa, Invidia rea,  
 Tu gli animi consumi,  
 Come ruggine il ferro;  
 Tu l'edera somigli,  
 Distruggendo i sostegni a cui t'appigli.

—METASTASIO, *Morte d' Abel.*

## III

## A SE STESSO

Or poserai per sempre,  
 Stanco mio cor. Peri l' inganno estremo,  
 Ch' eterno io mi credei. Peri. Ben sento,  
 In noi di cari inganni,  
 Non che la speme, il desiderio è spento.  
 Posa per sempre. Assai  
 Palpitasti. Non val cosa nessuna  
 I moti tuoi, nè di sospiri è degna  
 La terra. Amaro e noia  
 La vita, altro mai nulla; e fango è il mondo.  
 T'acqueta omai. Dispera  
 L' ultima volta. Al gener nostro il fato  
 Non donò che il morire. Omai disprezza  
 Te, la natura, il brutto  
 Poder che, ascoso, a comun danno impera,  
 È l' infinita vanità del tutto.

—LEOPARDI. *Poesie.*

## II

Translate into Italian:

1. Look at that tree.
2. The leaves of those trees are green.
3. That mirror is broken.
4. Do not eat these pears, they are bad.
5. I bought a beautiful book.
6. There are two boys in the garden.
7. These flowers are very beautiful.
8. Who brought this letter.
9. With whom did you speak?
10. This house is too small for us.
11. There were too many dogs here.
112. Did anybody come?
13. I see nobody.
14. I saw nothing.
15. I want something else.
16. Any one can do this work.
17. I slept only three hours.
18. How old is this child?
19. The train is half an hour late.
20. It is late.
21. It is a quarter to seven.
22. It is fine today.
23. Go away.
24. We shall do it tomorrow.
25. Goodbye.

## ANCIENT HISTORY

Preparation (answer all).

1. Where have you studied this subject?
2. How long have you studied it?

3. What textbook or textbooks did you use?
4. What other books about any portion of this period have you read?

I. Oriental History (answer 1 or 2).

1. What do you know about Babylon, Nineveh, Memphis, Susa, and Sardis?
2. Why did the Egyptians build pyramids? Why did the Phœnicians found colonies? What caused the disruption of the Hebrew kingdom?

II. Greek History (answer two questions.)

1. What was the most important difference between the government of Athens in the fifth century B. C. and the government of an American city or state today? To what extent did the Athenians have the initiative, the referendum and the recall?
2. What do you know about Leonidas, Herodotus, Xenophon, Epaminondas and Demosthenes?
3. What do you know about the boyhood of Alexander the Great? Why did he always defeat the Persians? Why did he found Alexandria? What were the principal kingdoms formed out of his empire after his death?

III. Greek Ideas and Customs (answer two questions.)

1. If you have read the Iliad or the Odyssey, tell what were the human qualities which the authors and the hearers of these poems most admired.
2. What do you know about Delphi and Olympia?
3. What do you know about the education of boys and of girls at Sparta?
4. What do you know about the Athenian drama?

IV. Roman History (answer two questions.)

1. What were the functions of a consul, a prætor, a censor, a tribune and a proconsul?
2. Explain briefly the establishment of Roman supremacy (a) in Italy, (b) in the Western Mediterranean, (c) in the Eastern Mediterranean.
3. Show the differences between the political aims of Caius Gracchus, those of Julius Cæsar and those of Augustus.

V. Roman History (answer two questions.)

1. When, how, and to what extent, did the Romans get control of Britain? Who was Boadicea? What is Watling Street? Name any modern English towns that existed in the days of the Roman dominion.
2. What do you know about the great fire at Rome under Nero, about the eruption of Vesuvius in 79 A. D., about the Arch of Titus, and about Roman literature at the time of Trajan?
3. What do you know about the characteristics and the policies of Hadrian?

VI. The Later Roman Empire (answer 1 or 2.)

1. What were the principal achievements of Diocletian, of Constantine, and of Justinian?
2. Explain the difference between the fate of the Roman Empire in the East and its fate in the West.



**MEDIEVAL AND MODERN HISTORY**

Group I (answer two questions).

1. To what modern states did the break-up of the empire of Charlemagne (Charles the Great) eventually give rise? To which did the imperial title again become attached? What other realms did its sovereigns win or claim?
2. What medieval states arose in the Spanish peninsula? Which won most territory there? Which in other Mediterranean lands? Which in America? Which in the East Indies?
3. What lands in what is now France were at any time in the Middle Ages held by any outside sovereign? What lands now outside France were at any time in the Middle Ages held by the King of France?

Group II (answer two questions).

1. In what countries did the Normans rule in 1100?
2. Name the dates and leaders of the first three crusades? What were the effects of the crusades on Western Europe?
3. Why were so many of the rulers of the German cities and states in favor of the Lutheran Reformation? What was the position in regard to religion of each of the electors of the Empire in 1555?

Group III (answer 1 or 2).

1. Show on the map the chief states of Christendom at the close of the Middle Ages. Which of these recognized the religious headship of the Pope?
2. Name and locate the five principal states in Germany in 1648. Name and locate their capitals.

Group IV (answer three questions).

1. What additions were made to French territory by Louis XIV?
2. Who were the Huguenots? What was the attitude of Henry IV toward them? How did Richelieu restrict their privileges? What action did Louis XIV take against them?
3. What part did the following play in the Thirty Years' War? Elector of Saxony; Elector of Brandenburg; Duke of Bavaria; King of Denmark; Wallenstein.
4. What wars were waged by Frederick the Great? Name the results of each.

Group V (answer 1 or 2).

1. Tell why the following persons were important: Mazzini, Marx, Thiers, Moltke, Metternich.
2. What was the North German Confederation? Who was its founder? What were the principal institutions of the Confederation? Give date of foundation.

**AMERICAN HISTORY AND CIVICS**

How many weeks, and for how many hours of recitation a week, have you studied American History and Civics? What textbooks did you use? What other standard works on American History do you know? Describe one of the latter in some detail. Are you seeking a unit or half unit of credit?

Write on two questions in the following group:

1. Name the leading French explorers in America, prior to 1750, telling the routes followed and the particular achievements of each explorer.
2. Name the leading persons connected with the settlement of what is now Massachusetts and tell what special service each rendered.
3. Mention the campaigns and their results in the French and Indian War. Relate this war to the history of European nations in the same period. In what other parts of the world was the struggle waged between England and France in this period?

Write on two questions in this group:

1. What was the reason for the opposition in certain parts of the United State to the acquisition of Louisiana? What nations possessed Louisiana between 1750 and 1803? Give the dates of acquisition and cession by each.
2. What important matters were made the subject of Federal legislation immediately following the Second War with Great Britain, and why? Did any of this legislation have results traceable in the present time? Explain.
3. Discuss the election of 1824, as to candidates, political issues, and results. What was the occasion of Jackson's charges against Clay in this connection?

Write on two questions in this group:

1. Why did the Congress overthrow the Johnson state governments of 1865 and substitute its own scheme of reconstruction in 1867?
2. What is the definition of citizenship as given in the Fourteenth Amendment? In the light of this, how must the case of Dred Scott (1857) have been decided?
3. On what charges was Andrew Johnson impeached? How is an impeachment conducted? What is necessary to a conviction?

### ENGLISH HISTORY

Group I (answer 1 or 2).

1. When and where did the Anglo-Saxons land in England? Into what classes was the Anglo-Saxon population divided? What was their political organization? What was the wergeld? Compurgation and ordeal?
2. Outline the (a) Work of Alfred the Great, or (b) Work of William the Conqueror.

Group II (answer two questions).

1. Describe the quarrel between Henry II and Thomas Becket. What were the legal reforms of Henry II?
2. What are some important provisions of Magna Charta? When was it obtained and how?
3. What were the causes of the Hundred Years' War? What were the principal battles? Dates.

Group III (answer 1 or 2).

1. Locate on map: The Wash, Cambridge, Winchester, Canterbury, Lancashire.

2. Locate on map: Rouen, Rheims, Calais, Anjou, Loire River.

Group IV (answer two questions).

1. Discuss the following in the quarrel between Henry VIII and the Papacy: a. Question of headship of English Church; b. Question of Annates; c. Act of Appeals; d. Dissolution of the monasteries.

2. Describe the quarrel between Charles I and Parliament with reference to a. Forced loans; b. The Petition of Right; c. Tonnage and poundage; d. Star Chamber.

3. What was the Act of Settlement? The Union with Scotland? What possessions did England gain by the Treaty of Utrecht?

Group V (answer two questions).

1. What were the causes of the war between England and France in 1793? What was the commercial policy of Napoleon in his wars with England?

2. Describe one event of importance connected with each of the following: Walpole, Nelson, Cobden, Gladstone, Lord Kitchener.

3. Where is the Crimea? What is the principal city? What powers engaged in a war there and when?

### ELEMENTARY ALGEBRA

1. (a) Find the prime factors of  $x^2 - 6x^2 + 12x - 9$ .

(b) Find the L. C. M. of  $3x^2 + 3$ ,  $6x^2 + 36x + 54$ , and  $x^3 + 2x^2 - 2x + 3$ .

2. Simplify:

$$\frac{\frac{1}{x}}{1 - \frac{1}{x}} + x \left( 1 + \frac{x^2}{1 - x^2} \right) + \frac{1 - \frac{1}{x+1}}{x} + x.$$

3. Prove that, for any number of equal ratios, the sum of all the antecedents is to the sum of all the consequents as any antecedent is to its consequent.

4. A stock dealer bought a number of horses at \$150.00 each, and cows at \$80.00 each, spending in all \$840.00. Later he bought half as many horses and twice as many cows (at the same prices) for \$780.00. How many cows and how many horses were there in his first purchase?

5. Solve, for  $x$  and  $y$ , the simultaneous equations:

$$\frac{3x+y}{a} + \frac{4x-y}{a+b} = 14 \quad \text{and} \quad x-2y=7b.$$

6. Show that  $x = 9\sqrt{2} - 11$  is a solution of the equation

$$\frac{(\sqrt{2}+1)x}{5-9\sqrt{2}} = \frac{2\sqrt{2}-7}{x+6}.$$

7. The total number of men in two regiments is 1,924. When each regiment is drawn up in a solid square, the number of men on a side of the square is two more for one regiment than it is for the other. Find the number of men on a side of each square.

INTERMEDIATE ALGEBRA

Answer six questions:

1. Find the H. C. F. of  $x^4+x^3-2x-2$  and  $x^5+x^4+x^3-2x^2-2x-2$ .
2. Simplify:

$$\frac{1}{1 + \left( \frac{2x\sqrt{1-x^2}}{2x^2-1} \right)^2} \cdot \frac{(2x^2-1) \left( \sqrt{1-x^2} + \frac{x^2}{\sqrt{1-x^2}} \right) - 4x^2\sqrt{1-x^2}}{(2x^2-1)^2}$$

3. Two rectangles have the same area, viz., 480 sq. yds. The difference of their lengths is 10 yds., and the difference of their widths is 4 yds. Find the dimensions of each.

4. Solve the equation  $9y^2+6xy-x^2=11x+12y-4$  for  $y$  in terms of  $x$ ; and thus find the values of  $x$  for which  $y$  is real.

5. Solve the simultaneous equations  $x^2+y^2=3$  and  $y^2=2x$ , and interpret the result graphically.

6. Show that the fifth term of the geometric progression

$$\frac{1}{\sqrt{3}+\sqrt{2}}, 5-2\sqrt{6}, 9\sqrt{3}-11\sqrt{2}, \dots$$

is equal to  $(\sqrt{3}-\sqrt{2})^5$ .

7. (a) Multiply  $\sqrt{-4}-2$  by  $5-3\sqrt{-1}$ .
- (b) Divide  $8-2i\sqrt{-2}$  by  $5\sqrt{-2}-6$ .

ADVANCED ALGEBRA

1. Given the equation  $\frac{x^2-x+7}{x+1} = m$ ; find the values of  $m$  (i. e. of the fraction) for which  $x$  will be real.

2. Expand  $\left( \sqrt{x} - \frac{1}{2x} \right)^{25}$  to four terms, and simplify the result. Also write down the 18th term of the expansion.

3. If the number of feet a body falls varies directly as the square of the number of seconds occupied in falling, and if it falls 16.1 feet during the first second, how far will it fall during the fourth second?

4. If  $\alpha+i\beta$  is a root of a cubic equation having real coefficients, prove that  $\alpha-i\beta$  also is a root of this equation.

5. By Horner's method find, correct to three figures, a real root of the equation  $x^3+x+3=0$ .

6. Expand the determinant 
$$\begin{vmatrix} 1 & 1 & 2 & -1 \\ 2 & 0 & 3 & 4 \\ 2 & -3 & 1 & 0 \\ -1 & 0 & 1 & -1 \end{vmatrix}$$

in terms of the elements of the second column, and thus find the value of this determinant.

7. On a town council there are 12 Democrats and 8 Republicans. How many different committees can be formed, each consisting of 3 Democrats and 2 Republicans?

### PLANE GEOMETRY

1. The non-parallel sides of a trapezoid and the line joining the mid-points of the parallel sides, if prolonged, meet in a common point.

2. Construct a triangle having given two of its angles, and any one of its medians.

3. If the bisector of an exterior angle of a triangle meets the opposite side, it divides it externally in the ratio of the other two sides.

4. Given the area of a circle, 100 square inches; find the area of its inscribed square.

5. (a) Define a locus. (b) Find the locus of the middle points of the chords drawn through a given point on the circumference of a circle. (c) By means of (b), through one of the points of intersection of two circles draw a chord of one of these circles so that it shall be bisected by the other circle.

6. A square whose side is 5 inches, has its corners cut off in such a way as to form a regular octagon. Find the area and the perimeter of this octagon.

7. The diagonals joining the alternate vertices of a regular hexagon form a new regular hexagon whose area equals one-third that of the given hexagon.

### SOLID GEOMETRY

1. From a point outside of a plane to construct a line perpendicular to the plane.

2. Find the entire area and the volume of a regular octahedron whose edge is 4 inches.

3. State and prove the theorem for the volume of a triangular pyramid.

4. If it takes 80 sq. in. of tin to make a pint cup of a given shape, how much tin will be required to make a similar cup that will hold a quart.

5. The sum of any two face angles of a trihedral angle is greater than the third face angle.

6. The volume of a frustum of a right circular cone is  $296\pi$  cu. in. If the altitude is 6 in., and the radius of one base is 8 in., what is the radius of the other base?

The area of an equilateral spherical triangular is one-tenth of the entire area of the sphere. How many degrees in each of its angles?

### PLANE TRIGONOMETRY

1. (a) Given  $\sin x = -\frac{2}{3}$ ; construct  $x$  (in the 3d quadrant) and find the value of  $\tan x$ .

(b) Express  $\sec x$  in terms of  $\cot x$ .

(c) Simplify the expression  $\tan^{-1} \sqrt{\frac{1-\cos x}{1+\cos x}}$ .

2. (a) Define what is meant by the logarithm of a number.  
 (b) Find the following:  $\log_2(8)$ ;  $\log_{27}(3)$ ; and  $\log_{10}(5)$ , (having given  $\log_{10} 2 = 0.30103$ ).

(c) By means of logarithms find  $\sqrt[3]{0.0758}$ .

3. Show that  $\frac{1 - \cos 2x + \sin 2x}{1 + \cos 2x + \sin 2x} = \tan x$ .

4. Find all the values of  $x$  between  $0^\circ$  and  $360^\circ$  which satisfy the equation  $\tan^2 x + 4\sin^2 x = 6$ .

5. Assuming the "law of sines," derive the formula

$$\frac{a+b}{a-b} = \frac{\tan \frac{1}{2}(A+B)}{\tan \frac{1}{2}(A-B)}$$

6. Given the triangle  $ABC$ , with  $a = 425.86$ ,  $b = 342.72$ , and  $c = 548.9$ ; find angle  $A$ .

7. From a point  $A$  the angle of elevation to the top of a hill is  $28^\circ 30' 30''$ ; from a point on the same level, and 200.68 ft. farther away, but in a direct line with  $A$  and the foot of the hill, the angle of elevation is  $15^\circ 40' 12''$ ; find the height of the hill.

### SPHERICAL TRIGONOMETRY

1. (a) Draw a suitable figure and prove that, in a spherical triangle, right angled at  $C$ ,

$$\sin a = \sin c \sin A, \text{ and}$$

$$\sin b = \tan a \cot A.$$

(b) Also *write* (without proof) three other formulas connecting parts of this triangle.

2. Given an isosceles spherical triangle  $ABC$ , with  $a = b = 115^\circ 40' 30''$ , and  $C = 70^\circ 48'$ , find  $A$  and  $C$ .

3. (a) If, in the spherical triangle  $ABC$ , the parts  $A$ ,  $B$ , and  $c$  are given, write down all the formulas needed for finding the remaining parts and for checking their correctness.

(b) State what, if any, are the limitations upon  $A$ ,  $B$ , and  $c$  in order that with these parts, one triangle and only one is possible.

4. Given the spherical triangle  $ABC$ , with  $a = 120^\circ 55' 35''$ ,  $b = 57^\circ 4' 29''$ , and  $c = 106^\circ 10' 22''$ ; find  $A$ .

5. Derive the "law of cosines" for a spherical triangle.

6. The city of Quito is situated on the equator, and its longitude is  $78^\circ 50'$  west of Greenwich; the latitude of Greenwich is  $51^\circ 28'$  north. Find the distance from Greenwich to Quito (on the arc of a great circle), assuming the radius of the earth to be 4000 miles.

## PHYSICS

1. What general law of physics is illustrated by the spring balance? How does a spring balance differ in principle from the chemical balance?
2. What must be given in order to compute the kinetic energy of a body? What is potential energy?
3. How is heat measured? Describe some experiment which you have performed in which you measured an amount of heat.
4. Explain briefly the formation of an image by a lens. Give a diagram showing clearly how the lens alters the path of the light.
5. Give a diagram showing the apparatus and connections needed to plate a metal with silver. Explain briefly.
6. In what particulars do the sounds used in music differ? How does change of length and of tension alter the tone of a string?

## CHEMISTRY

Entrance credit in chemistry does not carry with it University credit in any course in chemistry in Cornell University. Applicants for University credit in Introductory Inorganic Chemistry, Course 1, who have received permission from Mr. Hoy, should take the examination for University credit also being held in this room.

Answer eight questions only.

(Atomic Weights: H = 1, C = 12, O = 16, Na = 23, S = 32, Cl = 35.5, Zn = 65).

1. Name the substances represented by the following formulas:  $\text{AgNO}_3$ ,  $\text{CuCl}_2$ ,  $\text{PbS}$ ,  $\text{NH}_4\text{OH}$ ,  $\text{BaCl}_2$ ,  $\text{MgSO}_4$ ,  $\text{HClO}_3$ ,  $\text{FeSO}_4$ ,  $\text{Al}_2\text{O}_3$ ,  $\text{H}_2\text{O}_2$ .

Write the chemical formulas for the following substances: ferrous sulphide, silver chloride, sodium peroxide, barium nitrate, aluminum sulphate, cupric oxide, lead sulphate, ammonium nitrate, magnesium chloride, potassium chlorate.

2. Describe two methods for the preparation of hydrogen. What are the properties of hydrogen?

Selecting either one of the methods just described, calculate the quantity of materials necessary for the production of 100 liters of hydrogen measured at  $21^\circ\text{C}$ . and 750 mm.

(One liter of hydrogen under standard conditions weighs 0.0899 gram.)

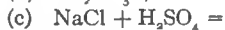
3. Define acid, base, salt.

What volume of a solution of hydrochloric acid containing 36.5 grams of the acid per liter, would suffice for the exact neutralization of 10 cc. of a solution of sodium hydroxide containing 80 grams of the base per liter?

4. How may ammonia be prepared in the laboratory? Give equation.

What are the properties of ammonia? How is ammonia obtained in commerce? To what uses is it put?

5. Complete and balance each of the equations indicated below:



- (d)  $\text{CaO} + \text{H}_2\text{O} =$
- (e)  $\text{CaC}_2 + \text{H}_2\text{O} =$
- (f)  $\text{CaCO}_3 + \text{CO}_2 + \text{H}_2\text{O} =$
- (g)  $\text{Na} + \text{H}_2\text{O} =$
- (h)  $\text{CH}_4 + \text{O}_2$  (ignited) =
- (i)  $\text{NH}_4\text{NO}_3$  (heated) =
- (j)  $\text{NO} + \text{O}_2 =$

6. Name the halogens. How may each of these elements be prepared in the free state? Write an equation in each case expressing the reaction involved. What are the properties of the halogens?

7. Give two methods for the preparation of carbon monoxide. Write equations. What are the properties of carbon monoxide?

What volume of pure oxygen gas would be required for the complete combustion of 10 liters of carbon monoxide? What volume of carbon dioxide would be formed?

8. Describe briefly the essential features of either the Lead Chamber Process, or the Contact Process for the manufacture of sulphuric acid. What are the properties of sulphuric acid?

9. State (a) the Periodic Law, (b) the Law of Definite Proportions, (c) the Law of Multiple Proportions, (d) the Law of the Conservation of Energy.

10. In what important respect does the chemical composition of pig iron differ from that of wrought iron and from that of steel? Describe briefly a commercial method for the manufacture (a) of pig iron, and (b) of steel.

## BOTANY

### Physiology

1. Describe transpiration in plants. Through what parts of the plant does it take place? What effect does it have on the circulation of water? What are the conditions which favor transpiration?

2. Describe two of the most important functions performed by roots.

3. Describe and illustrate a cell, naming the parts. Describe some of the work performed by cells.

4. What is geotropism? Describe it in reference to the growth of roots and stems.

### General Morphology

5. Name and describe the parts of a complete flower. Describe pollination. How does fertilization (i. e. fecundation) take place?

6. Describe the different phases in the complete life history of a rust (e. g., *Puccinia graminis*).

7. Describe a moss or liverwort, the leafy stem part, and the capsule.

8. What are algæ? Where do they occur? Describe one.

### Special Morphology

9. Make a diagram of a longitudinal section of a perigynous, epigynous, and



hypogynous flower, labeling all parts. Which of these types have a superior ovary?

10. Name at least three characters which are used to separate monocotyledons from dicotyledons. Wherein do grasses and sedges differ?

11. Define the terms diclinism, entomophilous, migration, pollination, and dissemination as applied to plants.

12. Name the three most important factors influencing plant distribution.

### ZOOLOGY

1. Make a diagram of a protozoan which you have studied with the microscope. Compare the fundamental plan of body-structure with that of any of the higher animals (e. g. crayfish or frog).

2. Define: cilia, tentacle, pseudopodia, metamorphosis, vacuole, nucleus, larva, habitat.

3. Compare the method of prehension, digestion, and assimilation of food in ameba, hydra, frog, and rabbit.

4. Write a general description of the skeleton of man or any other mammal, and compare it in structure and position with that of a crayfish or an insect.

5. Explain how respiration takes place in an ameba, a fish, and a frog.

6. Outline the complete life-history of a frog. Illustrate with diagrams.

7. Name four distinct methods of locomotion found among animals, and give an example of each. Name the locomotor organs in each case and point out how each is fitted to the performance of its functions.

### BIOLOGY

State briefly what biological subjects you have studied, with what proportion of recitation and laboratory work, and for what periods. Any laboratory books or other work done in such courses may be submitted as supplemental to the answers to be written to the following questions.

Answer any ten questions.

1. Give an account, with simple diagrams, of the life-history of a fern.

2. Give an account of the structure of a leaf, and explain its work.

3. Diagram a flower, naming the constituent parts and stating the ordinary functions of each.

4. Give an account of starch, its composition, its function in the plant, where formed, and under what conditions.

5. Give an account of the structure of the seed and of its method of germination.

6. Diagram the transformation stages of a mosquito or of a house-fly.

7. Illustrate by sectional diagrams the structure of an earthworm, fish or frog.

8. List ten common birds of your home neighborhood and state briefly their nesting and migration habits.

9. Diagram the eggs of a frog or a salamander and describe the principal external features in the development of the tadpole from them.
10. Diagram the external structure of a grasshopper or a crawfish.
11. Explain how the food is prepared for absorption and how it gets to the cells of the body.
12. Diagram the lungs, and the passage ways leading from them to the exterior.
13. How does the body get rid of the waste which results from the activities of the cells?
14. State how the body is benefitted by exercise.
15. What are the functions of the human skin and by what hygienic treatment may they be promoted?

### PHYSICAL GEOGRAPHY

(Figures in brackets at end of questions indicate percent allowed for each).

1. Define and distinguish as to origin, structure, and topography between (a) alluvial fan, (b) flood plain, (c) natural levee, (d) delta. [10]
2. If the relative humidity of the air is 80% and the temperature rises 10° F. while the absolute humidity remains the same, how will the relative humidity be changed? Will perspiration be more or less apparent after the rise in temperature? [5]
3. What ocean current affects the climate of the coast of Labrador? How? What is the origin of the many deepwater bays on the coast of Maine? Why has New Jersey a shore line which is in general sandy and low? [10]
4. How do the slopes of Mt. Shasta and Mauna Loa differ in steepness? How do you account for the slope and size of Mauna Loa? [5]
5. What is residual soil? Why is it thin on steep mountain slopes? Why is a glacial soil in general considered more "lasting" for agricultural purposes than a residual soil? [10]
6. Diagram the positions of the sun, moon, and earth when a Spring Tide is caused. When a Neap Tide results. [5]
7. What may be said as to the effect of transportation possibilities in determining the site and promoting the growth of large cities? Cite examples in the United States. [10]

### LABORATORY QUESTIONS

8. Describe a contour map. How are contour lines spaced on a steep slope? Draw one contour map about four inches square, showing all the following features: (a) a volcanic cone in the northeast corner, (b) a mountain ridge across the north edge, and (c) a plain sloping to the south from the bases of (a) and (b) cut in the middle by a deep stream valley in which the water flows from north to south. [15]
9. Give state and part of state in which your preparatory school is located. Describe some physiographic form near there as observed and reported on by you in field excursion work. Of what use or detriment is it to mankind? [15]
10. Diagram the winds about the central Low of a cyclonic storm in the Prevailing Westerlies. How do the winds change in direction as the Low of a

Cyclonic storm passes to the north of an observer? Where does rain or snow occur with relation to the center of the "Low?" Why is this so? [10]

11. What laboratory guide or manual did you use? How many Exercises were completed? Give the title and a short synopsis of three different types of them. [5]

**AGRICULTURE**

For one-half unit credit, answer the first six questions.

For one unit credit, answer each of the ten questions.

1. Explain the phenomenon of air drainage in its relation to frost.
2. Name and discuss five effects of tile drainage.
3. Name and give symptoms of a bacterial disease of plants. Give a method for its control.
4. (a) Describe as fully as you can how whole milk is tested by the Babcock method. Give reasons for the several manipulations.  
(b) Give the different steps, with the reasons for each, in the process of churning, from the time the milk is taken from the vat until the butter is packed.
5. State the chemical changes that occur when limestone is heated to make lime, and when lime is slaked with water.
6. Name the three operations of graftage which you consider most important for the fruit grower to know. Give in detail the directions for making one of these kinds of grafts.
7. Describe the method of making Bordeaux. What is the use of Bordeaux in agriculture?
8. Two foods, (a) and (b), have the following digestible composition per 100 pounds:

	Water	Ash	Fiber	Nitrogen-free-extract	Protein	Fat
(a)	15.3	6.4	11.7	26.3	7.4	1.9
(b)	10.9	1.5	1.2	63.9	8.3	4.7

What will be the nutritive ratio of a mixture of equal weights of the two? How much dry matter will 100 pounds of the mixture contain?

9. Give six reasons for practicing rotation of crops.
10. Describe a method of testing the germinating quality of seeds.

**DRAWING**

Two examinations are given, one in freehand drawing and one in mechanical drawing. Applicants may take either, or by special arrangement may take both. The examination will be given and judged on the assumption that those taking it have had approximately 150 actual hours of instruction and practice for each ½ credit point desired. One (1) point is the maximum credit allowed in the subject. Candidates taking the examinations must present samples of their work, and a teacher's statement showing time and proficiency.

**Freehand Drawing**

For this examination the applicant is required to make a pencil sketch of an object or group of objects. The objects used may be geometrical blocks with

straight and curved lines and curved surfaces, simple pieces of pottery, furniture, or models with simple lines and surfaces. The purpose of the examination is to test the ability of the applicant to draw accurately and sympathetically just what he sees. Shading may or may not be required.

### Mechanical Drawing

Questions may call for instrumental drawing of geometric constructions, orthographic and isometric projection, oblique section and intersection of solids, surface developments, etc., and working drawings of machine details, as bolts, nuts, pulleys, gears, various simple castings, etc. Data for the problems in any given examination will be furnished in the form of sketches or photographs with dimensions marked or stated.

### MANUAL TRAINING

Examinations will be offered in woodworking, forging, foundry work, and machine work. To satisfy the entrance requirement the applicant must have performed not less than 300 hours of actual work in the subjects in which the examination is taken. Candidates must present a teacher's statement of the time actually spent in the work and of the proficiency attained therein.

## SCHOLARSHIP EXAMINATION PAPERS

### ENGLISH

Answer the first three questions and two of the others.

1. Write a composition, four or five pages in length, on one of the following topics: Why I have Chosen the — Course, My Preparatory Study of Sciences, How a President is Elected, Why a Boy Should Study Music, My Favorite Reading, Johnson's Early Years in London, Work and Play on a Farm.

2. Explain as many as you can of the following phrases: "Open sesame," "the curse of Babel", "the dissidence of dissent", "Vanity Fair", "a mess of pottage", "kill the fatted calf", "Armageddon", "the Pierian spring", "Round-head", "to have one's innings".

3. Give the syntax of the italicized words below:

Europe, within the same period, has been agitated by a mighty revolution, *which, while* it has been felt in the *individual* condition and happiness of *almost* every man, has shaken to the centre her political *fabric*, and dashed against one another *thrones*, which had stood *tranquil* for ages.—Webster.

4. Choose a or b.

a. How in his discussion of Burns does Carlyle make use of the life of Byron and what lesson does he draw from it?

b. Characterize with reference to subject matter, style, interest, and importance Johnson's Lives of the Poets.

5. Quote a significant passage from a poem studied in the high-school course and explain the significance of the passage in the poem as a whole.

6. Choose a or b.

a. Show in detail how in form and structure, in subject matter and mood, L'Allegro and Il Penseroso are companion poems. (You may if you wish quote significant lines).

b. What is an allegory? Is there any allegory in the Idylls of the King? (Develop your answer in two or three paragraphs).

7. Choose a or b.

a. Give the substance of the conversation between Macduff and Malcolm at their first meeting in England. What is the dramatic purpose of this conversation?

b. Discuss Macbeth and Comus as dramatic types: (1) naturalness of plot, (2) characters, (3) moral teaching.

### GREEK

#### A

(a). Translate:

'Αλλὰ μέντοι, ἔφη ὁ Χειρίσοφος, καὶ γὰρ ὑμᾶς τοὺς Ἀθηναίους ἀκούω δεινοὺς εἶναι κλέπτειν τὰ δημόσια, καὶ μάλα ὄντος δεινοῦ τοῦ κινδύνου τῷ κλέπτουσι, καὶ τοὺς κρατίστους μέντοι μάλιστα, εἴπερ ὑμῖν οἱ κράτιστοι ἄρχειν ἀξιούονται· ὥστε ὦρα καὶ σοὶ ἐπιδείκνυσθαι τὴν παιδείαν. Ἐγὼ μὲν τοίνυν, ἔφη ὁ Ξενοφῶν, ἔτοιμός εἰμι τοὺς ὀπισθοφύλακας ἔχων, ἐπειδὴν δειπνήσωμεν, ἵεμαι καταληψόμενος τὸ ὄρος. ἔχω δὲ καὶ ἡγεμόνας· οἱ γὰρ γυμνῆτες τῶν ἐπομένων ἡμῖν κλωπῶν ἔλαβόν τινας ἐνεδρεύσαντες· τούτων καὶ πυθάνομαι ὅτι οὐκ ἄβατόν ἐστι τὸ ὄρος, ἀλλὰ νέμεται ἀίξι καὶ βουσίν. ὥστε ἄνπερ ἀπαξ λάβωμέν τι τοῦ ὄρους, βατὰ καὶ τοῖς ὑποζυγίοις ἔσται. ἐλπίζω δὲ οὐδὲ τοὺς πολεμίους μενεῖν ἔτι, ἐπειδὴν ἴδωσιν ἡμᾶς ἐν τῷ ὁμοίῳ ἐπὶ τῶν ἄκρων· οὐδὲ γὰρ νῦν ἐθέλουσι καταβαίνειν εἰς τὸ ἴσον ἡμῖν.

(b). Translate at sight:

Χειρίσοφος δ' ἐπεὶ ἤρῃθη, παρελθὼν εἶπεν, Ἄλλ', ὦ ἄνδρες, τοῦτο μὲν ἴστε, ὅτι οὐδ' ἂν ἐγὼ γε ἑστασίαζον, εἰ ἄλλον εἴλεσθε· Ξενοφῶντα μέντοι, ἔφη, ὠνήσατε οὐχ ἐλόμενοι· ὡς καὶ νῦν Δέξιππος ἦδη διέβαλλεν αὐτὸν πρὸς Ἀναξίβιον ὃ τι ἐδύνατο καὶ μάλα ἐμοῦ αὐτὸν σιγάζοντος. ὁ δ' ἔφη νομίζειν αὐτὸν Τιμασίῳ μᾶλλον συνάρχειν ἐβελήσαι Δαρδανεῖ ὄντι τοῦ Κλεάρχου στρατεύματος ἢ αὐτῷ Λάκωνι ὄντι. ἐπεὶ μέντοι ἐμὲ εἴλεσθε, ἔφη, καὶ ἐγὼ πειράσομαι ὃ τι ἂν δύνωμαι ὑμᾶς ἀγαθὸν ποιεῖν. καὶ ὑμεῖς οὕτω παρασκευάζεσθε ὡς αὔριον, ἐὰν πλοῦς ᾖ, ἀναξόμενοι.

#### B. GRAMMAR

In passage (a): What rule of accent applies to δεινοῦ, ἔτοιμός, μενεῖν? Inflect ὄρος and ἀίξι.

In passage (b): Give the principal parts of ἤρῃθη and ἀναξόμενοι. Tell the type of each condition.

#### C. COMPOSITION

And after this Xenophon arose and said, "O fellow soldiers, it is evident that our march (πορεία) must be made on foot; for there are no boats. But it is necessary to proceed at once; for we have no supplies. We therefore", said he, "will offer sacrifice". After this the generals offered sacrifice and there was

present a soothsayer from Arcadia ('Αρχάς). But the sacrifices were not favorable. In consequence they rested all day.

D. HOMER'S ILIAD (A, 475-487)

- Ἥμος δ' ἥελιος κατέδου, καὶ ἐπὶ κνέφας ἦλθεν,  
 ὃῃ τότε κοιμήσαντο παρὰ πρυμνήσια νηός.  
 ἦμος δ' ἠριγένεια φάνη ῥοδοδάκτυλος Ἥως,  
 καὶ τότε ἔπειτ' ἀνάγοντο μετὰ στρατὸν εὐρὺν Ἀχαιῶν'  
 5 τοῖσιν δ' ἔκμενον οὐρον ἦει ἐκάεργος Ἀπόλλων.  
 οἱ δ' ἰστὸν στήσαντ', ἀνά θ' ἰστία λευκὰ πέτασαν.  
 ἐν δ' ἄνεμος πρῆσεν μέσον ἰστίον, ἀμφὶ δὲ κύμα  
 στείρη πορφύρεον μεγάλη ἴαχε, νηὸς ἰούσης'  
 ἧ δ' ἔθεεν κατὰ κύμα, διαπρήσσουσα κέλευθον.  
 10 αὐτὰρ ἐπεὶ ῥ' ἔκοντο κατὰ στρατὸν εὐρὺν Ἀχαιῶν,  
 νῆα μὲν οἳ γε μέλαιναν ἐπ' ἠπείροιο ἔρυσσαν  
 ὑψοῦ ἐπὶ ψαμάθοις, ὑπὸ δ' ἔρματα μακρὰ τάνυσσαν'  
 αὐτοὶ δ' ἐσκίδναντο κατὰ κλισίας τε νέας τε.

1. Give the Attic substitutes for the words ἥελιος (1), νηός (2), φάνη (3), ἀνάγοντο (4), ἠπείροιο (11). What substitute would you use for ἦμος (1), ἔκοντο (10)?

2. In the scansion of these verses, how can it be right to read as long the last syllables of ἥελιος (1), κατέδου (1), ἐπὶ (1)? What justifies your reading as short the last syllable of ὑψοῦ (12)? Why do you not also read short the last syllable of ἦει (5)? Why is not the last syllable of ἠπείροιο (11) elided, as is that of ἔπειτα (4), ἐπὶ (11) and others?

3. State your view concerning the authorship of the Iliad and the Odyssey, and concerning the date of their composition?

LATIN

1. Decline: *senex*; *os* (mouth); *cor*; *manus*; *castra*; the feminine and neuter of: *aller*; *acer*; *duo*.

2. Give the neuter of the comparative and superlative forms of: *egens*; *similis*; *malus*; *idoneus*; *benevolus*.

3. Give the principal parts of; *labor*; *lego*; *nosco*; *veto*; *spondeo*.

4. Give the second person, plural, future indicative, active and the first person, singular, present subjunctive, of: *eo*; *malo*; *capio*; *prosum*; *audeo*; the second person, plural, pluperfect subjunctive, passive of: *aufero*; *quaero*.

5. Write Latin sentences containing (correctly used) *in aquam*; *tamquam*; *quamvis*; *quamquam*; *sibi*.

6. Give the meaning of each of the following suffixes: *-sor*; *-mentum*; *-olus*; *-arium*; *-ides*; *-esco*; *ito*.

7. Translate (at sight):

Quoniam meo fato, patres conscripti, fieri dicam, ut nemo his annis viginti rei publicae fuerit hostis, qui non bellum eodem tempore mihi quoque indixerit? Nec vero necesse est quemquam a me nominari: vobiscum ipsi recordamini.

Mihi poenarum illi plus quam optarem dederunt: te miror, Antoni, quorum facta imitere, eorum exitus non perhorrescere. Atque hoc in aliis minus mirabar. Nemo enim illorum inimicus mihi fuit voluntarius: omnes a me rei publicae causa lacessiti. Tu ne verbo quidem violatus, ut audacior quam Catilina, furiosior quam Clodius viderere, ultro me maledictis lacessisti tuamque a me alienationem commendationem tibi ad impios cives fore putavisti.

CIC. PHIL. II, 1.

8. Translate into Latin, marking all long vowels in what you write:

- (a) The enemy must be resisted by us.
- (b) He has been persuaded not to remain at Athens one day longer.
- (c) O that I had not lived to see how wretched he has become!
- (d) I bade him ask you what to do.
- (e) He said he would not have done what he did, had he known it would injure me.
- (f) Since all this is so, depart! What are you waiting for? Do you not see what this body thinks of you?

9. Translate (at sight):

Nox ruit et fuscis tellurem amplectitur alis.  
 At Venus haud animo nequiquam exterrita mater  
 Laurentumque minis et duro mota tumultu  
 Volcanum adloquitur thalamoque haec coniugis aureo  
 incipit et dictis divinum adspirat amorem;  
 'Dum bello Argolici vastabant Pergama reges  
 debita casurasque inimicis ignibus arces,  
 non ullum auxilium miseris, non arma rogavi  
 artis opisque tuae nec te, carissime coniunx,  
 incassumve tuos volui exercere labores,  
 quamvis et Priami deberem plurima natis  
 et durum Aeneae flevissem saepe laborem.

VIRG. AEN. VIII. 369-380.

Write out the first three lines, indicating the metrical feet, the principal caesura and the length of each syllable.

## GERMAN

### I

Fifteen minutes of the time will be devoted to a dictation exercise.

### II

Translate:

a Als der Tag graute, stand ich auf und öffnete, fast ohne daß ich es wußte, die Tür unsrer kleinen Hütte. Ich stand auf dem freien Felde, bald darauf war ich in einem Walde, in den der Tag fast noch gar nicht hineinschien. Ich lief immerfort, ohne mich umzusehn, ich fühlte keine Müdigkeit, denn ich glaubte immer, mein Vater würde mich noch wieder einholen, und durch meine Flucht noch grausamer gegen mich werden.

Als ich aus dem Walde wieder heraustrat, stand die Sonne schon ziemlich hoch, ich sah jetzt etwas Dunkles vor mir liegen, auf dem ein dichter Nebel lag.

Bald mußte ich über Hügel klettern, bald durch einen zwischen Felsen gewundenen Weg gehn, und ich erriet nun, daß ich mich wohl in dem benachbarten Gebirge befinden müsse, und ich fing an, mich in der Einsamkeit zu fürchten. Denn ich hatte in der Ebene noch keine Berge gesehn, und das bloße Wort Gebirge, wenn ich davon hatte reden hören, hatte meinem kindischen Ohre äußerst fürchterlich geklungen. Ich hatte nicht das Herz zurückzugehn, sondern eben meine Angst trieb mich vorwärts; oft sah ich mich erschrocken um, wenn der Wind über mir weg durch die Bäume fuhr, oder ein ferner Holzschlag weit durch den stillen Morgen hintönte. Als mir Köhler und Bergleute endlich begegneten und ich eine fremde Aussprache hörte, wäre ich vor Entsetzen fast in Ohnmacht gesunken.

b Nicht weit von der Hauptstadt lebte auf einem abgelegenen Landgute ein alter Mann, der sich ausschließlich mit der Erziehung seines einzigen Sohnes beschäftigte und nebenher den Landleuten in wichtigen Krankheiten Rat erteilte. Der junge Mensch war ernst und ergab sich einzig der Wissenschaft der Natur, in welcher ihn sein Vater von Kindheit auf unterrichtete. Aus fernen Gegenden war der Alte vor mehreren Jahren in dies friedliche und blühende Land gezogen und begnügte sich, den wohlthätigen Frieden, den der König um sich verbreitete, in der Stille zu genießen. Er benutzte sie, die Kräfte der Natur zu erforschen und diese hinreichenden Kenntnisse seinem Sohne mitzuteilen, der viel Sinn dafür verriet und dessen tiefem Gemüt die Natur bereitwillig ihre Geheimnisse anvertraute. Die Gestalt des jungen Menschen schien gewöhnlich und unbedeutend, wenn man nicht einen höheren Sinn für die geheimere Bildung seines edlen Gesichts und die ungewöhnliche Klarheit seiner Augen mitbrachte. Je länger man ihn ansah, desto anziehender ward er, und man konnte sich kaum wieder von ihm trennen, wenn man seine sanfte, eindringende Stimme und seine anmutige Gabe zu sprechen hörte. Eines Tages hatte die Prinzessin, deren Lustgärten an den Wald stießen, der das Landgut des Alten in einem kleinen Tale verbarg, sich allein zu Pferde in den Wald begeben, um desto ungestörter ihren Phantasien nachhängen und einige schöne Gesänge sich wiederholen zu können. Die Frische des hohen Waldes lockte sie immer tiefer in seine Schatten, und so kam sie endlich an das Landgut, wo der Alte mit seinem Sohne lebte.

Ihr wißt es, Prinzen, wie ich Euch von jeher  
Mit mütterlicher Zärtlichkeit geliebt.  
Ihr seid mein Stolz, mein Glück und meine Hoffnung.  
Euch will ich groß sehn in der Menschen Augen,  
Die ersten Helden einer großen Zeit.  
Kann ich's nun dulden, soll das Herz nicht bluten,  
Wenn ich verachtet an des Vaters Hof,  
Als Knaben die behandelt sehe, die  
Mit ihrer Thaten sternenhellem Ruhm  
Das Herz Europas schon erfüllen könnten?—  
Er fürchtet Euern Mut und Euern Stolz.  
Er will, der Harte, nicht einmal die Söhne  
Zu Nebenbuhlern seines Ruhms. Das Volk  
Liebt Euch, Euch lieben die Barone. Ihr seid



Gefährlich, wenn die Gegenwart erfährt,  
 Welch eine Kraft in diesen Herzen schlummert.  
 Darum ersticht er jeden Keim in Euch,  
 Daß er allmählich nicht zum Baume wachse,  
 Der seinen Königsthron beschatten kann.  
 Er sinnt auf neue Künste, Euch noch mehr  
 In des Gehorsams Fesseln einzudrängen;  
 Ein jedes freie Wort wird ihm Verbrechen,  
 Und jeder Heldentraum nährt den Verdacht.  
 Wie oft hat er es Euch nicht zugesagt,  
 Wenn Ihr mit rascher Bitte ihn bestürmtet:  
 Er sollt' ein Feld Euch öffnen, Eure Kraft,  
 Wie sie dem Königssohn geziemt, zu prüfen.

## III

1. Give the meaning, the principal parts, and the third person singular present tense indicative mode, active voice of: *abschreiben, verraten, mitteilen, unterlassen, ratschlagen, anfangen, vorkommen, frühstücken, entsprechen, ausbrechen*.
2. Conjugate *dürfen, mögen*, and *wissen* in present and preterit, indicative and subjunctive.
3. Give the third person singular of *schlagen* in the active and passive voices, all tenses and modes.
4. Form German sentences illustrating the use of the subjunctive in (a) conditions contrary to fact; (b) indirect discourse; (c) purpose; (d) wish; (e) command.
5. Form sentences illustrating the three types of word-order in German, using the verb *aufstehen*.
6. Give the nominative and genitive singular and the nominative plural with the corresponding form of the definite article in each case of: *Herr, Professor, Name, Drama, Bauer, Herz, Studium, Wagen, Geheimnis, Irrtum*.
7. Give five German nouns which have more than one form in the plural. State the difference of meaning in the different forms of the plural.
8. Inflect throughout the German equivalents for: this good, old gentleman; your little book; the most beautiful red rose.
9. Give rules for determining gender of German nouns. Illustrate by examples.
10. What meaning is imparted to simple verbs by the use of the prefixes: *er, ver, miss, hin, her, zer, ent*? Form illustrative sentences.

## IV

Translate into German:

a A peasant went to his neighbor one day and said, "Can you lend me your donkey for a few hours? Mine is sick and I must take a sack of corn to the mill." "I would gladly do it", answered the neighbor, "but unfortunately I have already lent my donkey and he will not be here before evening." "I am very sorry", said the peasant, and was about to go away when the donkey in the stall began to bray

as loudly as he could. Then the peasant said, "Why, there is your donkey in the stall! Why do you lie so to me?" "Do you mean to say that I have lied to you", replied the neighbor, insulted. "Would you rather believe my donkey than me?"

b "I shall not return before next week", he said, mounting his horse.

Marie was silent. If he had said nothing upon leaving her, she would have been able to bear her pain. This calm behavior on his part was, however, too much for her. She felt that she had lost him and that he never would return again.

## V

Answer in German:

1. Wann sind Sie geboren? (Write out numbers).
2. Was ist der Unterschied zwischen *schicken* und *schenken*? zwischen *bitten* und *fragen*? zwischen *gehen* und *fahren*? zwischen *antworten* und *beantworten*?
3. Wer ist Ihr Lieblingsdichter? Warum?
4. Warum sind Sie nach Ithaca gekommen?

## VI

Give a brief outline in German of any play of Goethe, Schiller, or Lessing.

## FRENCH

## I

Translate into French:

a. One of the most agreeable experiences that one can have is to take a trip through France in an automobile. The roads are excellent almost everywhere, and all that is necessary for travellers can be procured in the country hotels. It is true that sometimes you go so fast that you gain only a very insufficient idea of the country through which you pass. It is possible, however, to make a stay of several days in a city like Tours, and to visit one after another the old castles which are to be found in the neighborhood. The construction of some of these castles goes back to the Middle Ages, while others of them date from the reign of Francis I. Before visiting a country so full of memories of the past, one ought to inform oneself as much as possible concerning the history of France.

b. Pierre Corneille was born at Rouen in Normandy at the beginning of the seventeenth century. All his life he was a good example of the qualities of his race and education. After having studied law, he came to Paris where he made the acquaintance of the all-powerful Cardinal Richelieu, who, at that time, was ruling France under the name of Louis XIII. He wrote several plays which are counted among the masterpieces of French dramatic literature.

## II

Translate into idiomatic English:

1. S'il m'en croyait, il partirait tout de suite.
2. Je dois me remettre au travail.
3. Elle a failli manquer le train.
4. Comment faut-il s'y prendre?

5. Je suis au bout de mes forces; je n'y tiens plus.
6. Je m'en doutais.
7. Il n'y a pas de quoi me remercier.
8. Prenez-vous en à votre frère.

## III

Translate into English:

- a. On ne sait pas les maux dont mon cœur est atteint:  
 De pensers sur pensers mon âme est agitée,  
 De soucis sur soucis elle est inquiétée;  
 Je sens l'amour, la haine, et la crainte, et l'espoir,  
 La joie et la douleur tour à tour l'émouvoir;  
 J'entre en des sentiments qui ne sont pas croyables:  
 J'en ai de violents, j'en ai de pitoyables,  
 J'en ai de généreux qui n'oseraient agir,  
 J'en ai même de bas, et qui me font rougir.  
 J'aime ce malheureux que j'ai choisi pour gendre,  
 Je hais l'aveugle erreur qui le vient de surprendre;  
 Je déplore sa perte, et le voulant sauver,  
 J'ai la gloire des Dieux ensemble à conserver;  
 Je redoute leur foudre et celui de Décie;  
 Il y va de ma charge, il y va de ma vie:  
 Ainsi tantôt pour lui je m'expose au trépas,  
 Et tantôt je le perds pour ne me perdre pas.

P. CORNEILLE: *Polyeucte*.

b. Le bourgeois est un être de formation récente, inconnu à l'antiquité, produit des grandes monarchies bien administrées, et, parmi toutes les espèces d'hommes que la société façonne, la moins capable d'exciter quelque intérêt. Car il est exclu de toutes les idées et de toutes les passions qui sont grandes, en France du moins où il a fleuri mieux qu'ailleurs. Le gouvernement l'a déchargé des affaires politiques, et le clergé des affaires religieuses. La ville capitale a pris pour elle la pensée, et les gens de cour l'élégance. L'administration, par sa régularité, lui épargne les aiguillons du danger et du besoin. Il vivote ainsi, rapetissé et tranquille. A côté de lui un cordonnier d'Athènes qui jugeait, votait, allait à la guerre, et pour tous meubles avait un lit et deux cruches de terre, était un noble. Ses pareils d'Allemagne trouvent aujourd'hui une issue dans la religion, la science ou la musique. Un petit rentier de la Calabre, en habit râpé, va danser, et sent les beaux-arts. Les opulentes bourgeoisies de Flandre avaient la poésie du bien-être et de l'abondance.

H. TAINÉ: *La Fontaine*.

- c. Give five principal parts of all the irregular verbs in the last two passages:

## FIRST MATHEMATICAL PAPER

Give all the chief steps of your work and reasoning, clearly arranged and not crowded. Abridge and simplify the work when you can, explaining if necessary. Get your results in their simplest forms. In geometry give carefully constructed

figures, and accompany all solutions with complete demonstrations. All clear abbreviations are allowed. The questions may be answered in any order.

1. Simplify  $\sqrt[3]{\frac{10-7\sqrt{2}}{2+\sqrt{2}}}$ .

2. Solve the following simultaneous equations for  $x$  and  $y$ :

$$\left. \begin{aligned} \sqrt{x} + \sqrt{y} &= 3 \\ 2x + 3y &= 11 \end{aligned} \right\}.$$

3. A fruit dealer spends a certain sum of money for apples at a certain price, and an equal sum of money for others at a different price. He sells them all at a price half-way between the two buying prices. Does he lose or gain by the transaction?

4. The weights of similar bodies of the same material vary as the cubes of corresponding dimensions. If a solid sphere of 3 in. radius weighs 54 lbs., how much will a hollow sphere of the same material weigh if the outside radius is 5 in., and the material is 1 in. thick?

5. Prove that the areas of two similar polygons are to each other as the squares of any two homologous sides.

6. Let  $AD$  be the altitude of a triangle  $ABC$  from the vertex  $A$  to the base  $BC$ . If  $AB = 13$ ,  $AC = 15$ , and  $BC = 14$ , find the lengths of the segments  $BD$  and  $DC$ .

7. Prove that if the radius of a circle is divided in mean and extreme ratio, the larger segment will be the side of the regular inscribed decagon.

8. Prove that the area of the square inscribed in a semi-circle is two-fifths that of the square inscribed in the circle.

### SECOND MATHEMATICAL PAPER

1. In how many ways can 9 books be arranged on a shelf so that two particular books shall not come together?

2. Find all the roots of  $6x^4 - x^3 - 16x^2 + 4x + 3 = 0$ .

3. Find the value of  $\left\{ \left( \frac{1 - \sqrt{-1}}{\sqrt{2}} \right)^2 \right\}^{91}$ .

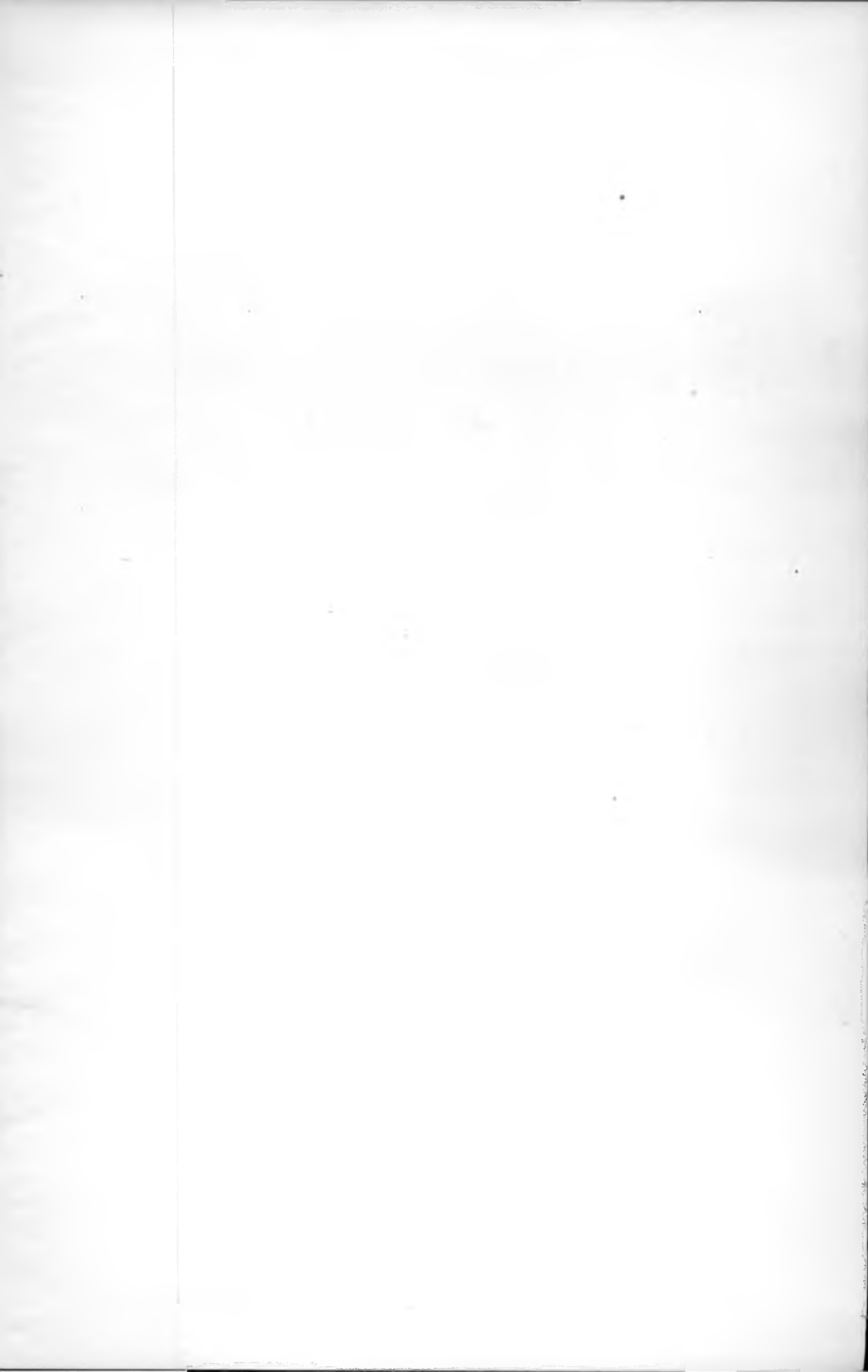
4. Prove that the volume of a cube inscribed in a sphere equals  $2\sqrt{2}$  times the volume of a cube inscribed in half the sphere.

5. Calculate the radius  $r$  of a sphere inscribed in a right circular cone of altitude  $h$  and base radius  $a$ .

6. Prove  $\sin^{-1}\left(\frac{4}{5}\right) + \sin^{-1}\left(\frac{5}{13}\right) + \sin^{-1}\left(\frac{16}{65}\right) = \frac{\pi}{2}$ .

7. Prove  $\cos 20^\circ + \cos 100^\circ + \cos 140^\circ = 0$ .

8. Find, and prove correct, the locus of points which are at the same time equidistant from two given planes and from two given points.



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