

Un vaste projet tendant à la création d'une école française de Gastronomie, fut loyalement élaboré, puis brusquement abandonné pour raison d'État, et, comme tout finit toujours par des demi-mesures, on se contenta de décréter—la chose est toute récente—que l'enseignement de la cuisine figurerait dorénavant sur les programmes de Saint Denis, des Loges, et d'Ecouen. Ainsi nous aurons avant peu des cuisinières; quant aux cuisiniers, il faut y renoncer jusqu'au jour où le ministre de l'instruction publique se décidera à inscrire la gastronomie sur le menu du baccalauréat ès-sciences à côté de la trigonométrie, de l'algèbre, et des langues vivantes, qui ne sont pas, somme toute, plus utiles ni plus agréables que celles à la sauce piquante.—*Groselande.*

2. Translate into French—

One of Richelieu's greatest works, after all, was the definite establishment of the Academy. The virtual origin of the French Academy was a club for the study of French grammar and orthography, formed in the house of Baif, a disciple of the "Pléiade," of which Charles the Ninth became protector in fifteen hundred and seventy; granting it at the same time, in spite of the opposition of Parliament and University, formal letters patent.

It was not apparently until 1630 that the actual society to which Richelieu accorded his protection was formed. Valentin Conrart, one of the King's secretaries, then followed the precedent of Baif by assembling in his house a club of scholars and literary men. . . . The academy had to pay for its incorporation, but not so much as it was willing to pay. In the articles which it had drawn up (*avait rédigée*) for the King's signature it pledged its members "to revere the virtue and the memory of Monseigneur their protector." Richelieu struck out this piece of sycophancy.—*Van Laun.*

3. Write the following in the corresponding masculine form: *Toutes celles qui; une princesse étrangère; ma servante est un peu bêteuse; Sa Majesté la Reine.*

4. Form adverbs from *fort, prudent, franc, hardi, constant, doux.*

5. Write out the preterite tense of *pendre* and *concevoir*.

6. Write down the third person plural of *prétendre* and *se réfugier* in the following tenses: preterite, imperative, present subjunctive.

7. Distinguish between *avant* and *devant*; *après* and *après que*; *le parti* and *la partie*; *battre* and *bâtir*; *il est beau* and *il fait beau*.

8. Give the French for—formerly, more or less, how? long ago, never again, too late.

9. Write the following in the plural form: *Quelqu'un; cet ordre impérial; est-ce là votre cheval? a-t-il tort? il demanda.*

10. Distinguish the meaning of the following words, according as they are masculine or feminine: *Livre, tour, voile, manche, page, trompette.*

11. Write down the third person singular of the imperfect indicative and future of *geler, annoncer, songer, grossir, renouveler, acheter.*

12. Distinguish between—*Il a froid* and *il fait froid*; *fleurissant* and *florissant*; *elles étaient toutes étonnées* and *elles étaient tout étonnées*; *qui est-ce que?* and *qu'est-ce qui?* *mur* and *mûr.*

13. Translate into English—

On a souvent besoin d'un plus petit que soi.

Plus fait douceur que violence.

Qui casse les verres les paie.

Les petits cadeaux entretiennent l'amitié.

La nuit porte conseil.

La fin couronne l'œuvre.

14. Name tense, mood, and infinitive of *sachez, dirent, souffert, sentisses, ailles, enfrenignites.*

15. In which of the following words is the "h" aspirate: *Habile, habit, hâte, haie, heure, herbe, heurter, homicide, hommage, honte, houblon, huile, humble, humeur?*

16. Give the first person singular of the present subjunctive of *asseoir, prévaloir, valoir, prévoir, requérir, venir.*

17. What is the French spelling of the word identical with—captain, judge, garrison, brilliant, infantry, example, amiable, admiral, cannon, ability?

German.—For Junior and Senior Civil Service. Time allowed: 3 hours.

1. Compare *alt, faul, lahm, übel, gern.*

2. Decline in full (singular and plural), *der schwarze Hut.*

3. When are *ganz* and *halb* not declined?

4. Decline *wer* and *was.*

5. Give in full the present indicative, the imperfect indicative, the present subjunctive, and the imperfect subjunctive of *biegen.*

6. Give the third person singular of the present indicative of *helfen, essen, beißen, fallen, backen.*

7. Decline *Marie* and *Johann.*

8. Write out in full the impersonal verb, *es giebt.*

9. Mention a few words which have no singular.

10. When is the auxiliary to be translated by *werden*, and when by *sein*?

11. Translate into English—

(1.) Wenn Du diese Nacht auch wach gehalten bist, so mußt Du doch einen Begriff haben von dem ungeheuren Sturm.

(2.) Ihre Ehrlichkeit hat mich tief gerührt; nehmen Sie dieses Geschenk.

(3.) Kaum war die That geschehen, als bittere Reue den Mörder ergriff.

(4.) Endlich merkte der Held, woher die Kraft seines Gegners kam.

(5.) Es ist jetzt die Reihe an mir.

(6.) Vollende nun deinen Sieg über dich selbst.