

(c) Write as for Ledger use, the titles of the different accounts named in No. 3.

(d) Write a letter of introduction incurring liability. [25]

5. What are the different senses in which the expression "Discounting a Note" may be taken? Name the principal parties to a Promissory Note and state their respective obligations. [10.]

6. Give Day Book entries for the following:

(a) Merchandise Dr.	\$1,000	
To Bills Payable		\$600
" Cash		400
(b) Cash Dr.	\$1,018	
To Bills Receivable..		\$1,000
" Interest		18
(c) Loss and Gain Dr.	\$150	
Cash		100
To Bills Receivable..		\$250
	[15.]	

7. Give the principal means of detecting errors in posting. Briefly state how you would correct errors in the Day Book, Journal and Ledger, respectively. [10.]

8. In balancing his books what facts must the merchant take into consideration in order to obtain a just view of the state of his affairs? [10.]

PRINCIPLES OF READING AND ORTHOEPY.

Examiner—J. Dearness.

I. "Mr. Hastings," he says, "could not himself dictate to the Nabob, nor permit the commander of the Company's troops to dictate how the war was to be carried on." No, to be sure. Mr. Hastings had only to put down by main force the brave struggle of innocent men fighting for their liberty. Their military resistance crushed, his duties ended; and then he had only to fold his arms and look on while their villages were burned and their children butchered. Will Mr. Gleig seriously maintain this opinion? Is any rule more plain than this, that whoever voluntarily gives to another irresistible power over human beings is bound to take order that such power shall not be barbarously abused?

(a) What is the ruling feeling in "No

. . . butchered," ll. 4-9; and how should it be expressed? [4.]

(b) Is "himself" (l. 1) emphatic? Give reason for your answer. [2.]

(c) How would you in reading show the connection between "dictate" (l. 2) and its objective clause? [2.]

(d) Mark the inflection on "crushed" (l. 7), "opinion" (l. 10), "abused" (l. 14). Give reason in each case. [6.]

(e) Separate the grammatical (or accidental) groups of words in the last sentence ("Is . . . abused"), and underline the emphatic word or words in each group. [5.]

2 *Cassius to Brutus*:

For once, upon a raw and gusty day,

I rather tell thee what is to be fear'd.

Than what I fear, for always I am Cæsar.

(a) What is the predominant passion in Cassius' speech? In Cæsar's? What is the natural expression of each in voice and countenance? [10.]

(b) In "For once . . . point?" ll. 1-5, mark the pauses and the modulations of pitch and inflection. [5.]

(c) Contrast as to pitch and movement lines 12 and 22, and as to stress, "Help" and "lean." [6.]

(d) In reading, how can the relation of "I" (l. 13), be shown? Deduce the general rule for reading the simile. [4.]

(e) Discuss which requires more emphasis, "great" or "observer" (l. 29); "is feared" or "be" (l. 38); the first "I" or "fear" (l. 39). [6.]

(f) Mark pitch, tone, movement, emphasis and inflection of "For always I am Cæsar." [5.]

3 (a) Spell phonetically: mesne, whoop, ghoul. [1½]

(b) Divide into syllables, accentuate, mark the sound of the vowels and of the italicized consonants:—

accountred, plunged (as heard in line 6, No. 2), chicane, palanguin, Asiatic, com-
plaisant, allies, indiscernible, incognito, orison, horizon, lutanist, column, sepals. [14]

NOTE.—In indicating the sounds of letters the candidate is recommended to use phonetic spelling. If he uses diacritical marks