

that, under cover of independence, *hides* a great deal of partisanship." "I fear it is the emoluments and not the honour that *has* attracted him." "On the next table *was* to be found all sorts of toys and trinkets." "To this cause, no doubt, *is* to be attributed the numerous failures that have taken place." "*Was* you at school the day it happened?" Occasionally also we find the wrong person used, as, "You must remember that I am a man that *have* (has) seen a good deal of the world."

2. The use of the wrong case of the subject or predicate pronoun; thus, the use of objective for the subject nominative, chiefly after "than" and "as," and the use of "whom" for "who" in subordinate clauses; as, "Did they succeed any better than *us*?" "He is a good deal older than *her*." "She is nearly as tall as *me*." "I have heard persons *whom* I knew were good English scholars make this mistake." "He gave it to a man *whom* he thought was the owner of the establishment." "Give it to *whomsoever* seems to need it most." The objective for the predicate nominative, after the verb "to be," expressed or understood, thus, "It could not have been *her* that you saw." "It must have been my brother that you went to school with, not *me*." Occasionally the nominative is used for the objective after the infinitive "to be;" thus, "*Who* do you take me to be?" "I never imagined it to be *he*."

3. The want of agreement between pronouns and their antecedents. Errors of this class are exceedingly common, chiefly in sentences of the same character as those given under 1, (a) as "Not a boy in the class knew *their* lessons to-day." "Nearly every one of the exercises she gave me had mistakes in *them*." "You will scarcely find any one so stupid as not to know *when they* are made fun of." "Neither of the contending parties

would acknowledge *their* error." "Each of the gentlemen present gave *their* consent." "Which of you boys left *your* books lying on the steps?" "I found more than one boy in the class who did not understand what *he was* reading." "The father as well as the son agreed to use *their* influence." "Nobody but a fool would have left *their* money lying in such a place." "There was such a noise that one could scarcely collect *their* thoughts." "*Has* the committee given in *their* report yet?" "The committee *who* drafted the scheme *was* composed of the following ministers." "Even newspapers *who* advertise these lotteries are liable to be fined."

4. The use of wrong tense forms. Of this the commonest case is the improper use of *have*, especially after "intended," "hoped," "expected," etc., as, "I intended to *have written* (to write) you sooner." "Matters were in a worse position than I expected to *have found* (to find) them." "I was hoping to *have heard* (to hear) from him before this." "If I had known that yesterday I should have been able to *have gone* (to go) with them." "I don't see that he has done any more than it was his duty to *have done* (to do)." "I thought I should *have died* (die) laughing." Other errors in the use of tenses and moods are illustrated by the following: "I have called his attention to the matter, so that he *might* (may) have no excuse." "The fellow scarcely seemed to know that two and two *made* (make) four." "How far did you say it *was* (is) from Clinton to Seaforth?" "It is more than a year since he *has visited* (visited) Goderich." "If I *was* (were) in his place, I should be afraid to go." "Clerk wanted. It is indispensable that he write a good hand, and *has* (have) some knowledge of bookkeeping."