

cal Economy, and (shall I not add?) Christian Morals, be made test subjects.

I find, however, that I have far exceeded the intended limits of my preliminary remarks, and shall therefore only delay further to say that I have, in accordance with the title of my paper, confined myself almost entirely to common errors. A few of the examples have been taken from works on grammar and composition, but the majority have been personally collected in the course of a somewhat lengthened experience as a teacher. I have levied on all classes of people and on all forms of literature. Speeches and sermons, stories and editorials, school compositions and official reports, have each contributed their share. I have not spared my own blunders, and therefore I trust that no one else will take offence.

Coming at length, then, to the practical illustration of my subject, I may say that I originally intended to group my examples and remarks under the three convenient headings—Grammatical Errors, Errors of Style, and Errors of Pronunciation; but that, having already taken up so much time and space, I shall, for the present at least, drop the last, and confine myself to the other two classes.

I. GRAMMATICAL ERRORS.—These, as might be expected, occur chiefly in the use of pronouns and verbs, and may be divided into two classes—Errors of Accidence, and Errors of Syntax.

Under the former may be placed the following:

1. A few wrong plural forms, *e.g.*, *monies*, *spoonsful*, *cupsful*, the last two being very common in prescriptions and household receipts.

2. The neglect or misuse of the apostrophe as a sign of the possessive case or of contraction, *e.g.*, "six months rest," "mens' overshoes," "boat's to hire," "does'nt."

3. The use of *these* and *those* for *this* and *that*, before *sort* or *kind*, when a plural noun follows, as "these sort of pens," "those kind of questions."

4. The use of the superlative for the comparative in speaking of two persons or things; as, "I gave the book to the *oldest* of the two girls." "Which is the *farthest* north, Goderich or Montreal?" In this connection we may notice also such common errors as: "The S—— has the largest circulation of any other paper in the county," for "a larger circulation than," or "the largest circulation of all the papers;" and "I claim that it will do more and better work than any machine in the market," for "than any other machine."

5. The use of "another" and "one another" for "the other" and "each other," in speaking of two persons or things; as, "We walked up and down the long hall from one end to another;" "These two boys are always quarrelling with one another." Also, the wrong use of "either," "neither," and "between," in speaking of more than two; as, "Neither (none) of these (three) methods can be said to be strictly correct." "Divide these apples between (among) these three boys."

6. The use of the wrong auxiliary verb, chiefly (1) "can" for "may," as, "Please, sir, can I go out?" (2) "will" for "shall," in asking questions in the first person—very common in the school-room and at the table—"How will we know which is the right answer?" "Will I find you at home if I call this evening?" "Will I help you to some of this jelly?" (3) "Will" and "would" for "shall" and "should," after such expressions as, "I fear," "I hope," "I am glad," "I am sorry," "If I were," etc.; as, "I fear we *will* be late for the train." "I was hoping we *would* have the pleasure of hearing him preach." "I am