THE

PLAY GRAMMAR

MISS CORNER

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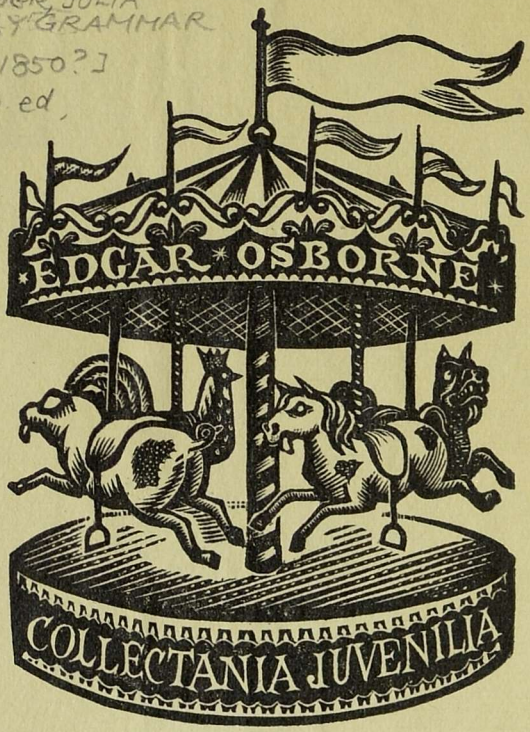
CORNER, JULIA
PLAY GRAMMAR
[ca. 1850?]
11th ed.



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Joseph Huxley

Evolution

"Can't you stretch a point?"

"Certainly," said the period.

– And thus was born the comma.

AN ARTICLE AND A NOUN.
A SHIP.
AN ADJECTIVE.
He is a NOBLE animal.
AN ADVERB.
THERE is a fine horse.
A PRONOUN.
SHE is a good girl SHE does well!
A PREPOSITION.
We will go INTO the garden.
A VERB.
She DANCES,
AN INTERJECTION, AND CONJUNCTION.
AH! I see you have torn your frock AND I must mend it.
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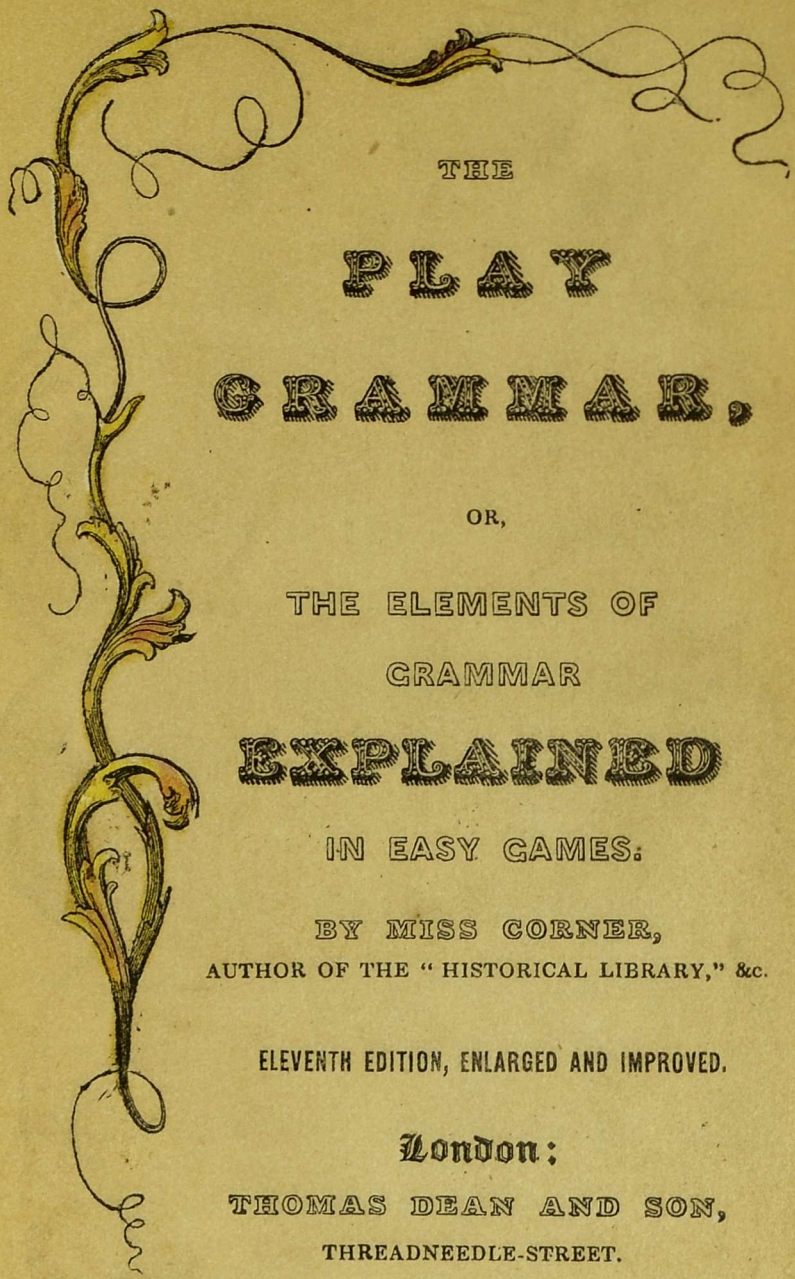


THE PLAY GRAMMAR,

OR,

THE ELEMENTS OF GRAMMAR EXPLAINED IN EASY GAMES.

BY MISS CORNER,
AUTHOR OF THE "HISTORICAL LIBRARY," &c.

ELEVENTH EDITION, ENLARGED AND IMPROVED.

London:
THOMAS DEAN AND SON,
THREADNEEDLE-STREET.

PREFACE.

A KNOWLEDGE of the first principles of Grammar may be communicated to children at a very early age, if pains be taken to render the subject amusing and agreeable to them.

The same lesson may be repeated a dozen times, by rote, without much benefit; but only create an interest in the subject, and a motive for desiring to understand it, and the object will speedily be gained.

The first and most important work in laying the foundation of any branch of

education, is to induce the child to THINK; and, for this purpose, no plan has been found more successful than to convert study into pastime, which affords entertainment while it conveys instruction.

Such is the design of the "PLAY GRAMMAR," and although little beyond the mere rudiments are attempted to be given in this form, still, an intimate acquaintance with these, is a material step gained, and smoothes the way to more extended studies.

THE PLAY GRAMMAR.

"Oh! Mamma," said little Fanny, one morning, after breakfast, "will you tell Herbert and me how to play the game you spoke of last night, and which you called the Play Grammar?"

"Do, mamma!" exclaimed Herbert. "I should like to know more about it."

"And so should I," repeated Fanny; "for my birth-day will soon be here, and our cousins are coming to spend the day, you know; so we could amuse them with it, and puzzle them, as you puzzled us, last night. Julia is fond of puzzles and riddles."

"Well, my dears," said their mamma, "I have not the least objection; so, if you like, we will begin, now."

The Play Grammar was brought, and the two children sat down at the table with their mamma, who asked Fanny how many days would elapse before her birth-day.

The little girl counted the days with her fingers, and found there would be twelve.

"Then you will just have time to get through our Play Grammar," said her mamma, "for it is in ten divisions, and we will take one of them each day."

"Will this game teach us grammar?" asked Herbert.

"Yes, my dear, it will teach you something of grammar; in the same way that your puzzle-maps teach you something of geography."

"Oh! that will be capital," said Herbert; "because we shall learn, and be amused too. I am impatient to begin."

FIRST DAY.

"NOW then, Herbert," said his mamma "Do you know how many parts of speech there are?"

Herbert could not answer this question; and Fanny asked if the parts of speech were not very difficult to learn.

"Not at all," said her mamma, smiling; "every word you make use of is a part of speech."

"Is it, indeed!" exclaimed the little girl; "I thought parts of speech were all very hard words."

"What is speech, Fanny?"

"Speech, mamma?—Why, speech is talking."

"Very well; and talking is saying a great many words, is it not?"

"Yes, mamma."

"And one word is a part of this talking; therefore, one word must be a part of speech."

"But can we tell how many there are:" said Herbert; "we cannot even count all the words we say."

"True, Herbert; but, although every word we say is a part of speech, there are only nine parts of speech, after all."

"Oh! mamma, you must be jesting," exclaimed both the children.

"No, I do not jest, I assure you; we indeed say a great many more words than could be counted, still those words are but of *nine* kinds, and each kind has a name which, in grammar, is called *a part of speech.* For instance, the names of things that we can *see*, are called nouns; and the names of all things that we can *do*, are called verbs."

"Oh, that is easily understood," said Fanny, "all the things we can see, are nouns:—"then a *chair* is a noun, and the *carpet* is a noun, and the *table* is a noun, and this *book* is a noun, and all the things in this room are nouns;—but my *doll* is not a noun, I suppose."

"Why not, my dear?"

"Because I cannot see her, mamma; she is up stairs."

"Could you see her, if she were here, Fanny?'

"Yes, mamma; you know I could," replied Fanny, laughing.

"Well, then, she is just as much a noun as if you had her in your arms."

"Is she?" said Fanny, "then I suppose all things are nouns that we could see, if they were here."

"Yes, my dear; NOUN means NAME, and doll is a name. Things we cannot see have names also; as joy, happiness, grief; and these are all nouns, *for they can be talked about.*"

"Dear me, how easy?" exclaimed the little girl. "Now, I think I know all about nouns."

"So do I," said Herbert, "and mamma, what was it you said about the things that we can do?"

"I said, that a word meaning any thing

we can do, or that is done, is a verb; Fanny has cleverly named several nouns;—can you tell me any words that are verbs?"

"I can," said Herbert. "We can read, so *to read* is a verb; and we can *play*, so *to play* is a verb."

"Yes," said Fanny, "and we can *talk*, and *laugh*, and *skip*, and *sing*, and many, many things we can do. What a number of verbs there must be!"

"Yes, there are a great number, and a great number of nouns, too; and as you seem to know these two of the nine parts of speech, you may try the first game in the book, by pointing out each noun and verb in some of the sentences; and whoever misses one, is to pay a forfeit."

"But how should we know, mamma, if we were playing by ourselves, and had no one to tell us when we missed?" enquired Herbert.

"You would find out by looking at the Play Grammar," replied his mamma.

"I am longing to begin," said Herbert;

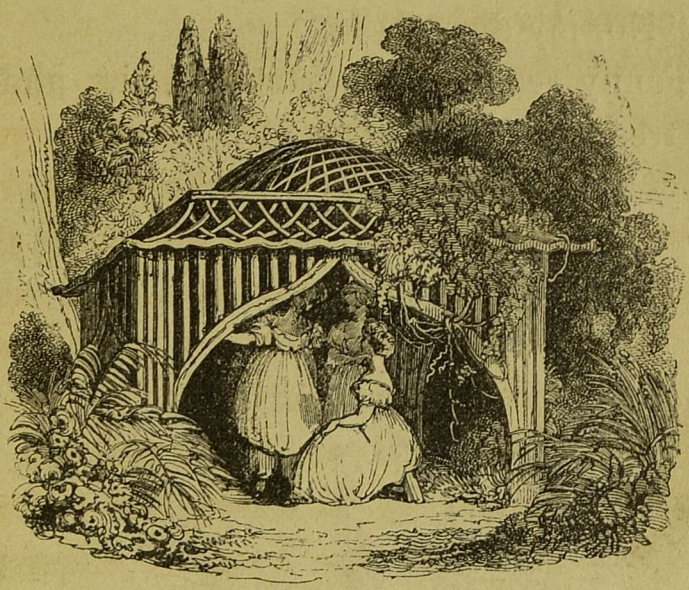
"and I wonder which of us will have to pay the greater number of forfeits."

"I shall, I dare say, because I am younger than you are," said Fanny.

"Well, Herbert, you may begin," said their mamma; "read a sentence, then point out each noun and verb.

"Herbert, smiling, read as follows:—

"Here we see three little girls in an



arbour. *See* is a verb," said he, "for it is something we do; and *girls* is a noun, for we can see girls."

"But there is another noun," said Fanny,

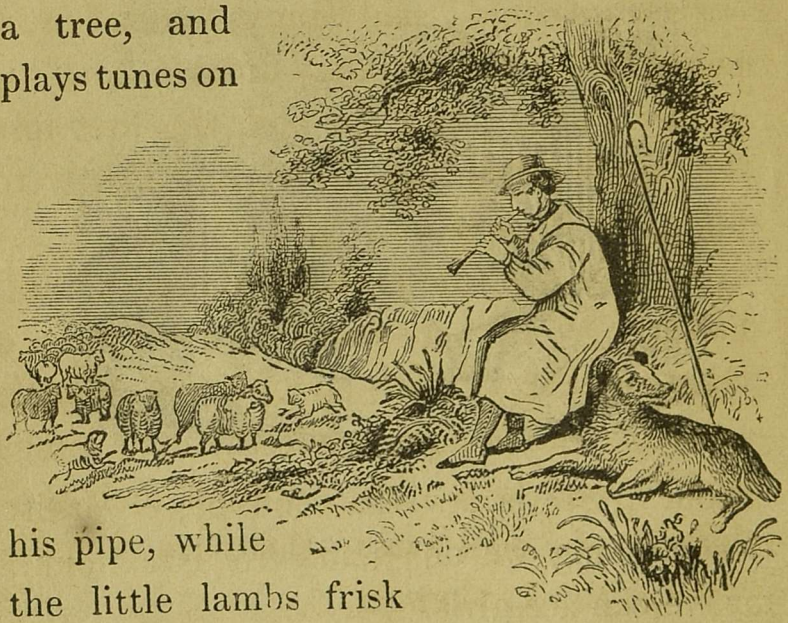
"and that is *arbour*: for we could see an arbour; so pay a forfeit, master Herbert."

"No, no, Fanny, I had not done; I was going to say arbour, therefore, you were too quick."

"I think I was," said the little girl. "Now it is my turn,—but, mamma, are there any more nouns or verbs in that sentence?"

"No, my dear."

Fanny read—"The shepherd sits under a tree, and plays tunes on



his pipe, while the little lambs frisk around their mothers on the cool grass."

"I will say the nouns first," said Fanny, "and then the verbs,—*Shepherd* is a noun, for I could see a shepherd;—*tree* is a noun;—*tunes* is a noun, and one of the nouns we cannot see; and *pipe*, *lambs*, and *grass*, are nouns."

"You have missed one, Fanny."

"Have I, mamma,—what can that be?"

"I see which it is," cried Herbert, "it is *mothers*. The lambs' mothers are the sheep, and we could see them."

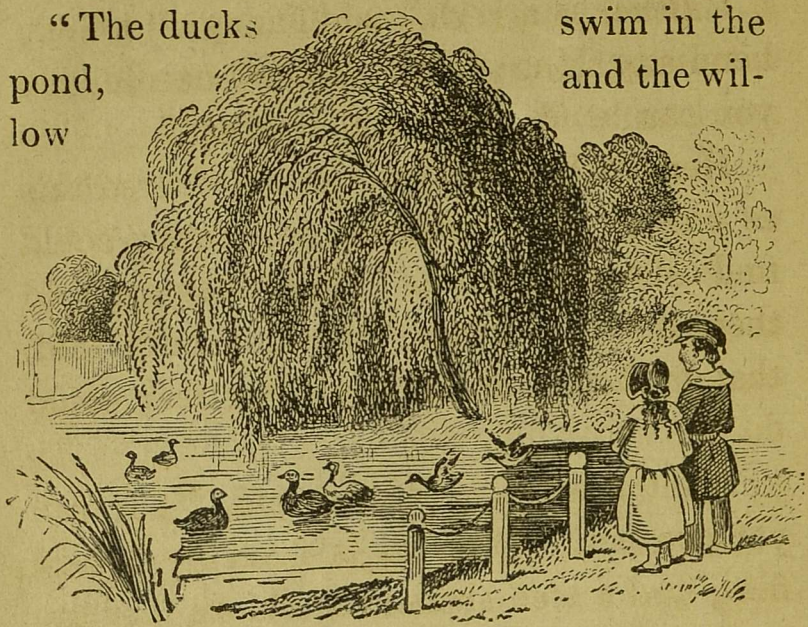
"So we could," said Fanny, "then I must pay a forfeit,—here is my domino-box."

Her mamma took the box, the first forfeit, and, putting it aside, told Fanny to point out the verbs.

"Verbs are things that we can *do*," said Fanny. "The shepherd sits,—*sits* is a verb,—under a tree,—and plays,—*plays* is a verb,—on his pipe, while the little lambs frisk,—*frisk* is a verb,—around their mothers on the cool grass; there are no more verbs, I think, mamma."

"No, there are no more verbs. Now Herbert, it is your turn.

"The ducks swim in the pond, and the willow



bends its long branches, to shade them from the hot sun."

"Now, for the nouns," said Herbert; "*ducks*, *pond*, *willow*, *branches*, and *sun*."

"Very well, Herbert, those are all the nouns."

"Yes, mamma, and the verbs are *swim*; I can swim, you know; so that must be a verb; but I don't see any more."

"Then I am afraid you will have to pay me a forfeit, Herbert, for there are two more verbs."

"*Bends* is a verb," said Fanny; "we can bend any thing; I can bend my needle, and you can bend your cane, Herbert."

Herbert had, indeed, not considered this as a verb, but neither he nor Fanny could find out the other. Their mamma told them it was *to shade*; but they both said, that *to shade* was not any thing they could do."

"Not exactly," said mamma, "nor can you fly, and yet to *fly* is a verb,—a bird flies, and a tree shades, therefore they are both things that are done."

"Then you have two forfeits to pay, Herbert," said Fanny, clapping her hands; "where are they?"

Herbert gave his pen-knife and pencil-case, which were put with Fanny's box.

Fanny then took the book and read the next sentence; which ran thus:—

"The sun shines brightly, and the birds sing in the trees."

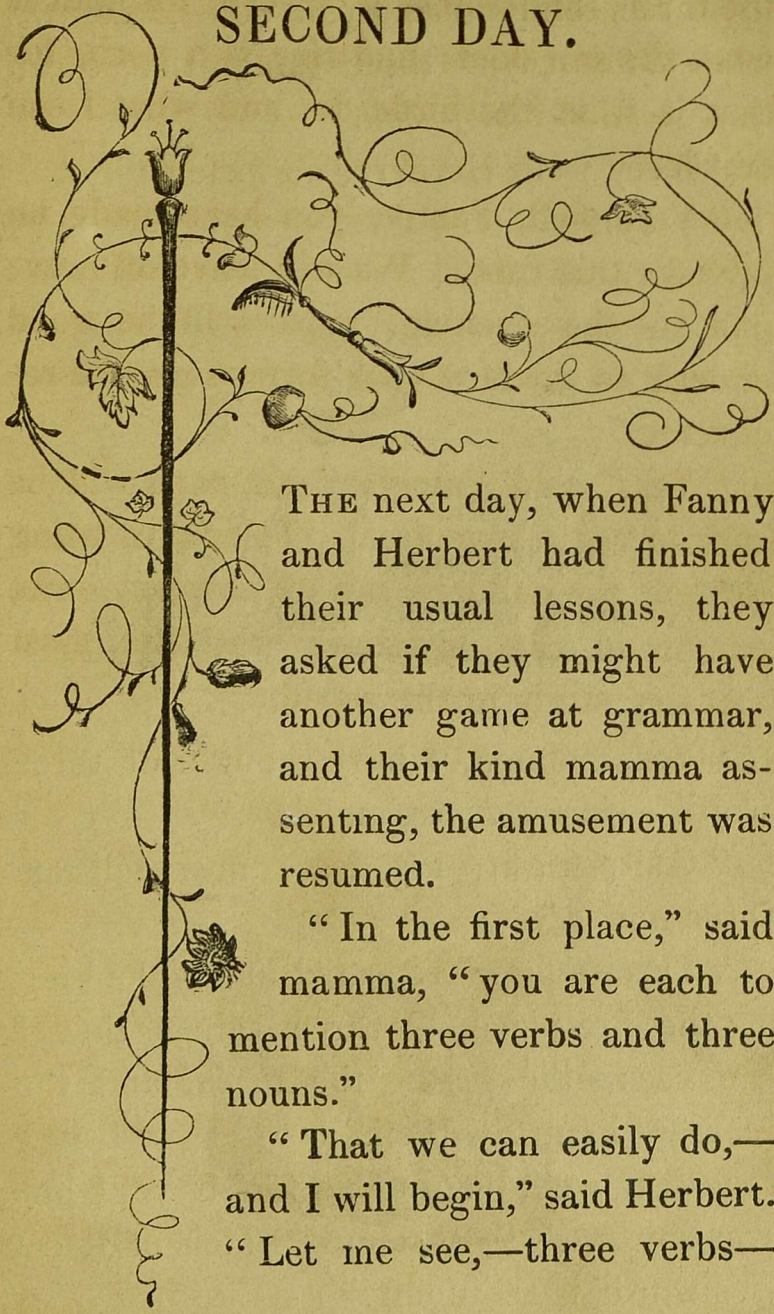
"The *sun* is a noun," said she, "and the *birds* and the *trees*, are nouns, for I can see

them all; and *shines* is a verb, for that is what the sun does; and *sing* is a verb, for that is what the birds do, and what I can do too."

"Very well, Fanny; you have made no mistake this time. We will leave off now; and in the evening, papa will be good enough to say how your forfeits may be recovered."

"Yes," said Fanny; "and papa will be sure to make some fun." This point being settled, the children ran off to play, quite convinced that grammar was the most amusing study in the world.

SECOND DAY.



THE next day, when Fanny and Herbert had finished their usual lessons, they asked if they might have another game at grammar, and their kind mamma assenting, the amusement was resumed.

"In the first place," said mamma, "you are each to mention three verbs and three nouns."

"That we can easily do,—and I will begin," said Herbert. "Let me see,—three verbs—

is, three things that I can do,—*walk*, *eat*, and *drink*. And three things that I can see,—*chair*, *table*, *book*."

"Very well, Herbert; no forfeit for you Now, Fanny."

"Yes, mamma, I have thought of three words,—*jump*, *dance*, and *run*."

"Quite right, my dear; now tell me three nouns."

"Three nouns," repeated Fanny, looking at the fire-place;—"three things that I can see:—the *poker*, the *tongs*, and the *shovel*. I can see them."

"Very well, Fanny, no forfeit yet; but you say, *the shovel*; now, which of those two words is the noun?"

"Shovel, to be sure, mamma; that is what I can see,—*the* is nothing; it is only a little word of no consequence."

"But it is of great consequence, I assure you, for it is one of the nine parts of speech."

"Is it? What, that little tiny word?"

"Yes; that, and another little tiny word, are called *articles;* and an article is one of the parts of speech."

"What is the other word?" asked Herbert.

"The other is a very little word indeed," replied his mamma, "it is the letter *a*. We can either say, *the* book, or *a* book; *the* table, or *a* table; and these two little words, *the* and *a*, are called articles; therefore, you see, although there are many nouns and many verbs, there are but two articles."

"How very droll, mamma," said Fanny, "that two such very little words should make of themselves one of the parts of speech."

"It is droll, Fanny; but *a* is sometimes too little of itself; and when that is the case we give it a companion, or helper."

"How is that, mamma?" said Herbert.

"It needs the other letter, my dear, when *a* by itself would sound awkwardly;—for instance, we should not say a orange, we should say an orange, because it sounds better."

"Yes, so it does," said Fanny; "but can we always know by the sound whether we ought to say *a* or *an*?"

"You may usually tell by the sound, my dear; but the surer way is to remember that the article *a* is allowed the help of the letter *n* only before words that begin with a vowel:—you know which letters are vowels, do you not?"

"Yes, mamma,— a e i o u; the others are consonants."

"Now think of five nouns, each beginning with a different vowel, and see whether you would put a or an before it."

Fanny thought of apple, egg, ink-stand.

ox, uncle; and she found it sounded far better to say, an apple, an egg, an inkstand, an ox, an uncle; than to say a apple, a egg, a inkstand, a ox, a uncle.

"Now, try some nouns beginning with a consonant," said her mamma.

"I will;—it is my turn," said Herbert, "b, c, and d, are consonants,—box, coat, and doll, are nouns beginning with consonants; we should say, a box, a coat, a doll; not an box, an coat, an doll."

"But you will understand, my dears, that although *a* is changed to *an* before a vowel. it does not make three articles."

"Yes, mamma, we see that."

"I shall now tell you about adjectives, and then you will be able to play the next game."

"That will be capital!" cried Herbert, "I like the games."

"How fond you are of saying capital, Herbert;" said Fanny.

"Well, it's a very good word," replied her brother; is it not, mamma?"

"It suits the occasion, Herbert, because it happens to be an adjective."

"Is it, indeed? how very curious!"

"Not very curious, my dear; for we scarcely ever speak of any thing without saying some words that are adjectives."

"Do I say any adjectives when I talk about things?" asked Fanny.

"Suppose you try," replied her mamma; "say something about baby."

"Baby, mamma; Oh! he is a dear, good little boy."

"There, Fanny, you have said three adjectives in that short sentence."

"Have I, indeed! which are they?"

"If I tell you the meaning of an adjective, perhaps you may be clever enough to distinguish them yourself."

"I shall like to try, mamma."

"You said your brother was a dear, good little boy;—what part of speech is boy?"

"A noun, mamma;—we can see a boy."

"Yes, that's right;—but if you were to tell me that you had seen a boy, I should

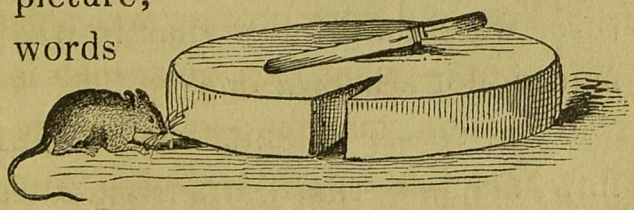
not know whether he was a big boy, or a little boy, or what sort of boy he was. The noun is the thing we speak of, and the use of an adjective is to tell us what sort of thing the noun is; so now try if you can find out the three adjectives you used when you spoke of baby."

"I think I can," said Fanny;—"*dear*,—*good*,—*little*;—they are the words that tell us what sort of boy he is."

"Exactly; I am glad to find you understand me. Now we may begin the game.

Here are two pictures, and all the words beneath them are either articles, nouns, verbs, or adjectives; you are to tell me of what parts of speech each sentence is composed."

"I will begin," said Fanny. "Oh, here's a pretty picture; and the words under it are



A little white mouse eating the cheese.

"A, is an article; little, is an adjective; white is a noun; mouse,—

"Stop, Fanny, not quite so fast; white is not a noun."

"Not a noun, mamma —I can see white."

"You can see that the mouse is white; but were you to tell me that you had seen a white, I should not understand you, and should say, 'a white what?' my dear."

This appeared so droll to both the children, that they laughed heartily. Their mamma explained, telling them that no words were nouns unless they meant something by themselves, without any other word joined to them.

"Besides," she continued, "the word *white* is used in this sentence to tell us what kind of mouse it is that is eating the cheese; so that if we did not see the picture, we should know that it was a white mouse, not a brown one."

"Ah, so we should," said Fanny; I see now, mamma, that *white* is an adjective."

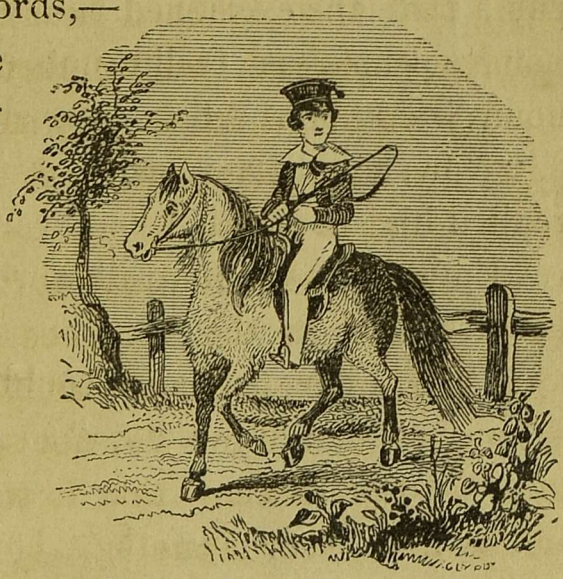
"Yes, my dear; the name of any colour

is an adjective and not a noun, as it does not express the thing itself, but merely the colour of it."

"Your forfeit, Fanny?" said Herbert.

"Here it is," replied Fanny, giving her ball; "and now let me finish my sentence. *Mouse*, is a noun; eating,—that is what it is doing, so *eating* must be a verb: *the* is an article; and *cheese* is a noun."

"Now, Herbert, here is your picture; and the words,—



"A little boy riding the grey pony.—

"Look, here he is; —what a smart little fellow he appears."

Herbert took the book, and went through his sentence, without the least hesitation, explaining it thus—

"*A* is an article; *little*, an adjective; *boy*, a noun; *riding*, a verb; *the*, an article; *grey*, an adjective; and *pony* is a noun."

"Well done, Herbert; I think I may borrow your favourite word, and say, capital! But we must leave off now, my dear children; for here comes nurse to say your dinner is ready."

"Oh dear! and Herbert has not had to pay a forfeit?" exclaimed Fanny.

"No; because I did not call *grey* a noun;" said Herbert, looking slily.

"Nor should I have called *white* a noun," replied his sister, "if I had heard, before I read my sentence, that all words meaning colours, are adjectives."

"Well, I dare say you would not," said Herbert, good-naturedly, "so do not be angry, Fanny."

Fanny smiled, and they both ran up stairs, with merry hearts and cheerful faces, to dine with the younger children in the nursery.

THIRD DAY.

"Oh! Herbert the baby runs alone;—he can go by himself all across the nursery."

Such was Fanny's joyful exclamation on entering the room where her mamma and brother were waiting for her.

"I was just going to tell Herbert about baby's journeys," said mamma; "but you have come in time, Fanny, to receive the pleasure of being the first to give him the agreeable intelligence."

Herbert's countenance showed plainly that he was inclined to go to the nursery and see baby's performance; but his desire to

proceed with the Play Grammar checked him: and he said. after a little hesitation, "Come, Fanny, let us begin our game."

But Fanny could not instantly abandon the delightful thought of baby's new attraction; and, with increased earnestness, said "Does he not run nicely, mamma?"

"Yes, my dear, he does, indeed, for such a little fellow; and his cleverness, Fanny, I think may help you in this new grammar game."

"Why, he cannot speak; how can he help us?"

"You will see, presently, Fanny. Did you not say he could run nicely?"

"Yes, mamma."

"And what part of speach is *to run?*"

"To run, is a verb, mamma; it is something we can do."

"Certainly; to run is a verb. But can you tell me what part of speech *nicely* is?"

"No, mamma."

"It is an adverb,—and the next game is about adverbs; is it not, Herbert?"

"Yes, it is, mamma; here, you see;—'Game of adverbs.'"

"Before you begin," said their mamma. "I must explain to you what adverbs are."

"But I want to know how baby is to help us," said Fanny.

"We shall come to that directly," replied her mamma; "first try if you can tell me what an adjective is, Fanny."

"Oh, yes, I remember, mamma; when we speak of any thing, we put an adjective to it, to tell what sort of thing it is."

"Yes, my dear; an adjective is used with a noun for that purpose; and an adverb is used in the same way with a verb, to tell us in what manner any thing is done; therefore, when you say baby can run nicely, *run* is the verb that tells what he can do, and *nicely* is the adverb that tells how he can do it; so now I believe baby has been the means of making you understand what an adverb is."

Fanny laughed, and said that he had; she saw now what her mamma meant by

saying, that baby might help her in the grammar game.

"Is there any thing more to tell us about adverbs, mamma?" asked Herbert.

"Yes, my dear, the words that are used to tell us *when* as well as *how* a thing is done, are also adverbs; for instance, we may say we dine *early* or *late;* that we mean to go into the country *soon;* and I may remind you, Fanny, of an adverb that you are rather too fond of using. Can you guess what it is?"

"No, mamma."

"Why, my dear, you are very apt to say 'I will do it *presently*, mamma,' when it would be much better to use another adverb, and say 'I will do it *now*, mamma."

Fanny blushed, and said she would endeavour to recollect for the future.

The Grammar game now proceeded, the exercises being on adverbs, and displaying a number of little pictures, under each of which was a sentence wanting one word to complete it, and that word was to be an

adverb. The players were to consider, in turns, what these words ought to be."

The first picture represented an old cobbler at work in his stall, and beneath it was written:

This old cobbler mends shoes——.

"Now, Fanny," said her mamma, "you must put in some adverb that will inform us how he mended shoes."

"I dare say he mended them *neatly*," said Fanny, "for he looks like a very tidy cobbler. Is neatly an adverb, mamma?"

"Yes, my dear; but perhaps it is not the right one; I must look at the place where the word is named."

She looked, and found it was not the right word, so Fanny had to pay a forfeit.

Herbert thought that the adverb ought to be clumsily; for I am sure it looks like a thick clumsy shoe," said he. But clumsily not being the word, Herbert had to forfeit also.

"Is it *well*, mamma?"

"Yes, Fanny; you are right now. This old cobbler mends shoes well."

The next picture was that of a village church, with its pretty white spire; and the words beneath it were—

The bells are ringing——

"It is my turn to guess," cried Herbert; "the bells are ringing *noisily*."

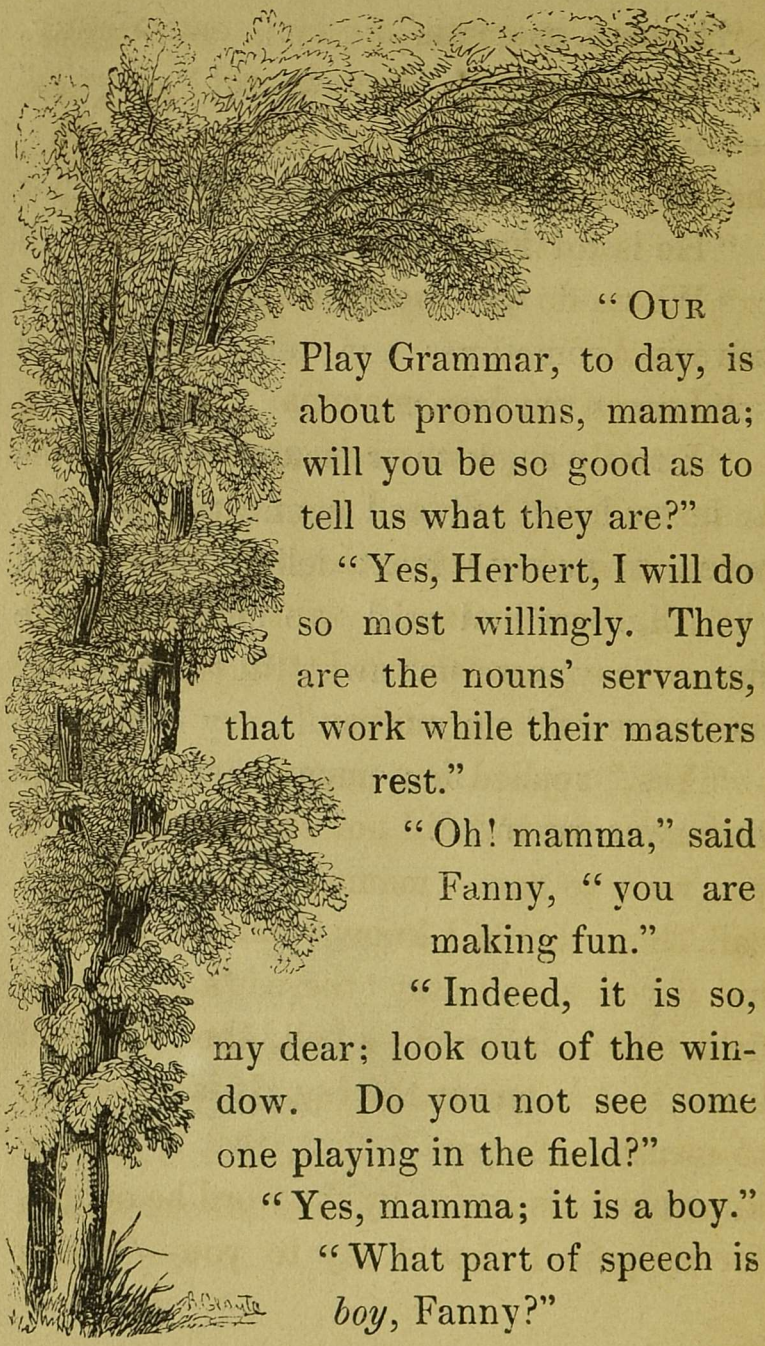
"Guessing will not serve you, Herbert; noisily is not the word; we must find some other adverb."

Herbert paid his forfeit; and Fanny, having thought an instant, said "*merrily*," —which was right.

There were many more pictures, so that Herbert and Fanny amused themselves all the rest of the morning with selecting adverbs, sometimes one being right, and sometimes the other.

At two o'clock their mamma said it was time to leave off, and count the forfeits, when, to Fanny's great delight, she found that Herbert had paid two more than she had. They were put away till the evening, as Fanny said no one could cry forfeits so well as papa. For papa, therefore, the task was reserved.

FOURTH DAY.



"Our Play Grammar, to day, is about pronouns, mamma; will you be so good as to tell us what they are?"

"Yes, Herbert, I will do so most willingly. They are the nouns' servants, that work while their masters rest."

"Oh! mamma," said Fanny, "you are making fun."

"Indeed, it is so, my dear; look out of the window. Do you not see some one playing in the field?"

"Yes, mamma; it is a boy."

"What part of speech is *boy*, Fanny?"

"A noun, mamma."

"Yes, certainly; boy is a noun: and now tell me what that boy is doing."

"He is tossing a ball."

"Whom do you mean, when you say *he*?"

"I mean the boy, mamma."

"Exactly so; you made use of the word *he* instead of the word *boy;* that is,—the pronoun worked while the noun rested."

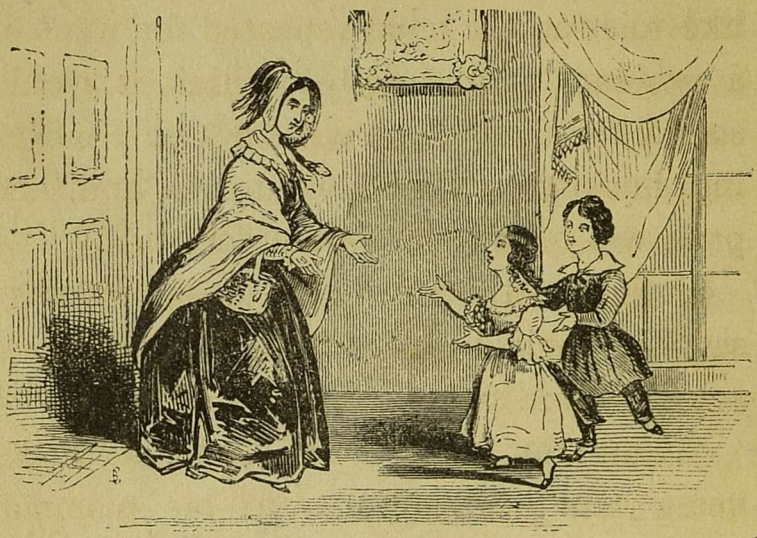
"Ah, I understand," said Fanny, "but the nouns must work a little, or the pronouns would be of no use."

"Yes," replied her mamma, "as in this instance; for if I did not see the boy, and you were to say—'mamma, he is tossing a ball,' how should I know what you meant? but if you were to say 'there is a boy in the field, and he is tossing a ball,' then I should know that *he* meant the *boy*. It is necessary to mention the person first, that it may be known who is meant by the word he or she; for suppose I should say to you—'she is

coming next week,' should you know who was coming?"

"No, mamma."

"But if I were to say, 'I have heard



from your Aunt: she is coming next week,' then you would understand whom I meant by *she*."

"Yes, of course; you would mean my aunt."

"And what part of speech is aunt?"

"Aunt is a noun, mamma."

"Then, I suppose," said Herbert, "*she* is a pronoun, because it is used instead of aunt."

"Yes, Herbert, you are quite right."

"But we might do without pronouns, mamma."

"Perhaps we might, but we should not like to hear the noun repeated for want of a pronoun. How do you think it would sound to say—'Papa went out this morning, but papa will be home to tea, and then papa will let us redeem our forfeits?'"

Both the children laughed, and Herbert said he could not have thought it would sound so oddly.

"Now, let us try the same sentence, using the pronouns," said his mamma. "'Papa went out this morning, but *he* will be home to tea, and then *he* will let us redeem our forefeits.'"

"Ah! that sounds a great deal better," said Herbert; "we could not do very well without pronouns, I see."

"No, Herbert; our language would be very imperfect without them."

"Are there any more besides *he* and *she*, mamma?" enquired Fanny.

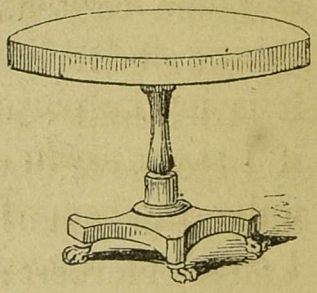
"Yes, my dear; if you were speaking of yourself, you would say *I*; and if you were speaking of a chair, or a table, or any other thing, what pronoun should you make use of?"

"Is there a pronoun for chairs and tables?" said Herbert.

"I think," replied his mamma, "you would find it sound quite as awkwardly to talk of chairs and tables without a pronoun, as you did about your papa. Suppose you try, Herbert,—say something about this table."

"It is round," said Herbert.

"Why do you say *it* is round, instead of *the table* is round?"



"Oh, I see, mamma; *it* is the pronoun that we use instead of saying table over again."

"Yes, Herbert; and you must remember that the pronouns we are now speaking of are called personal pronouns, for there are some other kinds,

as we shall see presently; but I must first teach you the numbers and persons."

"The numbers!" exclaimed Fanny; "are they grammar? What—one, two, three, four, five, six. I know all the numbers up to a hundred."

"But those are not the numbers that are meant," said mamma, smiling; "in grammar, there are only two numbers, Fanny. They are called the singular and the plural, and every noun we mention is either one or the other."

"How are we to know which?" said Herbert.

"Very easily, my dear. A noun is in the singular number, when it means only one thing; and when it means more than one, it is in the plural number. For instance, if I say *a needle*, that is a noun in the singular number; if I say, *some needles*, then I speak of a noun in the plural number."

"Oh, that is quite a different thing from counting," said Fanny.

"Quite," replied her mamma; "and pro-

nouns may be of different numbers as well as nouns. When we say, *he*, *she*, or *it*, we mean only one person or thing; but if we speak of more than one, what do we say then?"

"We say *they*," replied Herbert; "and that must be the plural number, mamma."

"It is, my dear; and as I see you understand about the numbers, we will now talk of the persons. There are three persons in grammar.

"The first person is always one's self, Fanny. When you say, '*I* did so and so,' *I* is a pronoun of the first person; and it is in the singular number, because it means only one. The plural of *I* is *we*, because when you say *we*, you are still speaking of yourself, as well as of somebody else; therefore the pronoun *we* is called the first person plural, as it means more than one."

"What is the second person, mamma?" asked Herbert.

"The second person is the person or

persons we are speaking to. I am speaking to you; therefore, the second person is you, and it is used both for the singular and the plural, although, in grammar, it is always called plural."

"How do you mean, mamma?" said Fanny.

"I mean, my dear, that the pronoun *you*, may signify either one person or more than one; thus—if I were speaking to you alone, and said '*you* may go out, Fanny,' *you* would mean one person only; but if I said to you and your brother, '*you* may go out, my dears,' then *you* would mean two persons. Do you understand?"

"Oh, yes, mamma; it all seems easy to understand when you explain it to us. But I wonder why the second person should not be different as well as the first."

"It was so formerly," replied her mamma; "people used to say *thou*, when speaking of one person; but the word *thou* has been long discontinued in conversation; and it would sound very formal to say thou,

although it would be strictly correct. Remember, however, that *you* is always called plural in grammar, whether it refers to one person or many."

"But you said there were three persons, mamma," said Herbert: "you have told us of two; what is the third person."

"The third is the person or thing we are speaking of, Herbert; and we say *he*, *she*, or *it*, according to what we may happen to be talking about. These three pronouns are all of the singular number; the third person of the plural number is *they*."

"Thank you, mamma," said Herbert. "Are those all the pronouns?"

"Those are all the personal pronouns, my dear; but there are several other kinds, as for instance, the possessive pronouns, which are used to show whose property any thing is; that is, to whom it belongs. If I say, 'this is *my* book,' *my*, a possessive pronoun, shows that the book belongs to me; and in the same manner we say, *his* book, *her* book, *our* book, *your* book, and *their* book."

"And they are all *possessive* pronouns, mamma, are they?" said Fanny.

"They are; because they show that the person mentioned possesses something;—for instance—if I say, 'this is *your* book,' it shows that you possess a book."

"Ah, so it does," said Herbert; "I think possessive is a very good name for those pronouns, mamma:—but are some of them singular, and some plural, like the personal pronouns?"

"Yes, certainly; for if you say, 'this is *my* book,' it is evident the book belongs to one person only; but if you say, 'this is *our* book,' we understand that it belongs to more persons than one; therefore, *my* is singular, and *our* is plural."

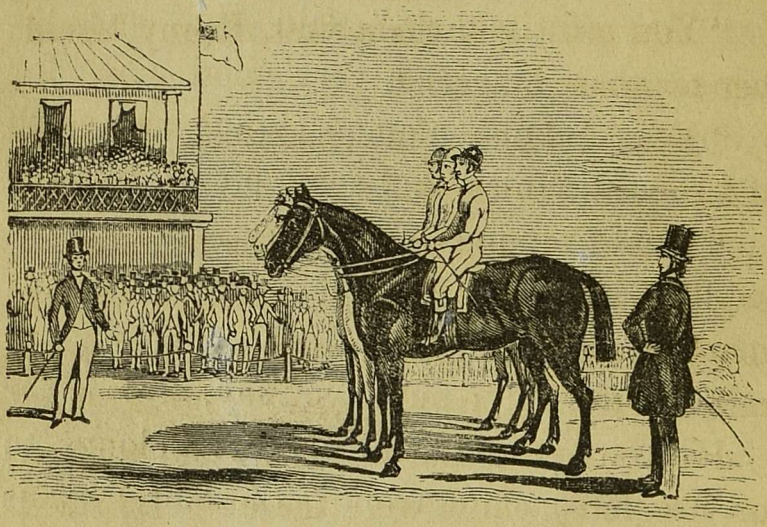
"Thank you, mamma; now, may we begin the game?"

"Yes, my dear; each of you select one of of these pictures, and read what is underneath it. Then picking out all the pronouns, write them on a slate, describing the person and number of each."

"Let me choose mine," said Herbert. "Oh, here, I will have this horse-race."

"And I," said Fanny, "will have this balloon; so now, Herbert, read your's first."

Herbert read—



"Here is a gay scene It is a horse-race. See what fine horses they are; I wonder which will win the race. We shall soon see, for they are just going to start. The jockey in the scarlet jacket looks the best; but perhaps he may not be the best rider. Now they are going to begin."

"Mind what you are about, Herbert,"

said Fanny, "for papa will give a prize to whichever of us has no forfeits."

"Yes; and mine is to be a new pencil," replied Herbert.

"And mine a pair of doll's shoes," said Fanny; "I will have blue kid."

"You must win them first, Fanny," said her mamma, laughing.

"Yes; I know that, mamma. I mean if I should win them."

"I have written down all the pronouns," said Herbert; "at least, I think so. Look mamma, if you please, and see if I have missed any."

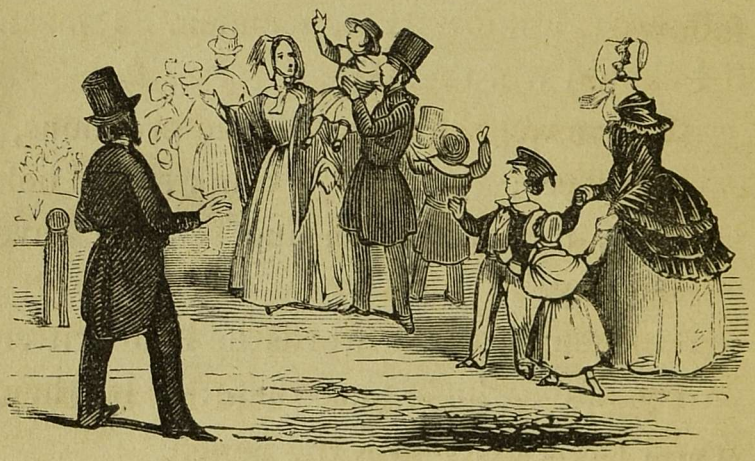
He then read the words he had written on his slate, which were these:—'It, they, I, we, they, he, they."

"These are quite right, Herbert; now write under each pronoun, whether it is first, second, or third person, and also whether it is singular or plural; and in the meantime, Fanny can look out her pronouns."

Herbert set to work in the full hope of

earning a new pencil; while Fanny read as follows:—

"What are all those people doing there? They are looking at the balloon; we will stop and look too. How steadily it is ascending towards the clouds; through this



glass you may see a lady in it; she is waving her handkerchief to the people below."

When Fanny had read this, she took her slate, and reading the words again, to find out the pronouns, wrote them down as she came to them, thus:—They, we, it

you, it, she. "Are these all right, mamma?" said she.

"Yes, my dear; perfectly right. Now, you may put the numbers and persons to them, while I attend to Herbert, who, I see, has his slate ready."

Herbert gave the slate to his mamma, who read that which he had written, as follows:

it, third person, singular.	*they*, third person, plural.	*I*, first person, singular.
we, first person, plural.	*they*, third person, plural.	*he*, third person, singular.

"There's a good boy," said his mamma; "you have fairly won the pencil."

"I thought I should," said Herbert, joyfully:—"and here is Fanny, with her slate;—I hope she will get a prize, too."

"I am almost sure that I have made no mistakes," said Fanny.

Joy beamed on the faces of the two children when, having looked over Fanny's

slate, their mamma told her the words were correctly marked. "You are a very good attentive little girl, and it gives me pleasure to declare you are fully entitled to the doll's shoes."

"Before we leave off, I wish you to repeat the personal pronouns in this manner;—

"First person singular—*I.*
Second person singular—*thou.*
Third person singular—*he, she, it.*

First Person plural—*we.*
Second Person plural—*you.*
Third person plural—*they.*"

They repeated this little lesson very readily; and then the slates were put by to show to their papa, who said that he would much rather give prizes than cry forfeits; and that same evening he took Herbert and Fanny out to buy the pencil and the doll's shoes.

FIFTH DAY.

THE subject of the grammar game for the following day, was the Prepositions, which Herbert and Fanny agreed in thinking a very difficult word to remember; but their mamma said that they would not find it so when they knew its meaning.

"Then tell us what it means, if you please," said Fanny.

"*Position* means the *manner* in which any thing is placed; and when we want to tell the position of a thing, or whereabout it is, we make use of a preposition for that purpose; so that if I tell you the footstool is under the table, *under* is a preposition, because it is the word that denotes the position of the footstool."

"Will you say some little sentence, mamma, with a preposition in it, and let me try if I can find out which it is?"

"With all my heart, Herbert. Suppose I say, 'my thimble is in my work-box, and my work-box is upon the table,'—now, how many prepositions have I said?"

"Two, mamma, I think; one to tell me where the thimble is, and the other where the work-box is."

"Very well, my dear; and which is the first of those two words?"

"The word *in*, I think mamma," replied Herbert; "but there are three words to tell us where the thimble is, one word by itself would not do."

"Certainly not, my dear; a preposition can never be used by itself, it would make no sense; still it is the word that lets us know the position of the thimble in that sentence you have just repeated; for you might have said *behind* the work-box, or *upon* the work-box."

"I see," replied Herbert; "*in* is the preposition."

"And which is the other word?"

"Let me tell that," said Fanny; "you said the work-box is upon the table;—*upon* is the preposition."

"That is right, Fanny; I must, however, inform you that there are a great many words that do not exactly point out the place of things, and yet are prepositions."

"Are there, mamma; how are we to know them?"

"I shall explain that to you, Fanny. We often talk about *him*, and *me*, and *us;* for instance, I might say to you, 'come to me;' or if baby were here, I might say, 'look at him;' or, you and Herbert might say to me, 'will you go out with us?' Now, any word that can be put before *him*, or *me*, or *us*, must either be a preposition or a verb; and as you know how to tell which are verbs, you will easily find out which are prepositions."

"Yes; that will not be difficult to do," said Fanny. "When you say, 'Look at him,' *at* is a preposition, because it comes before the word him."

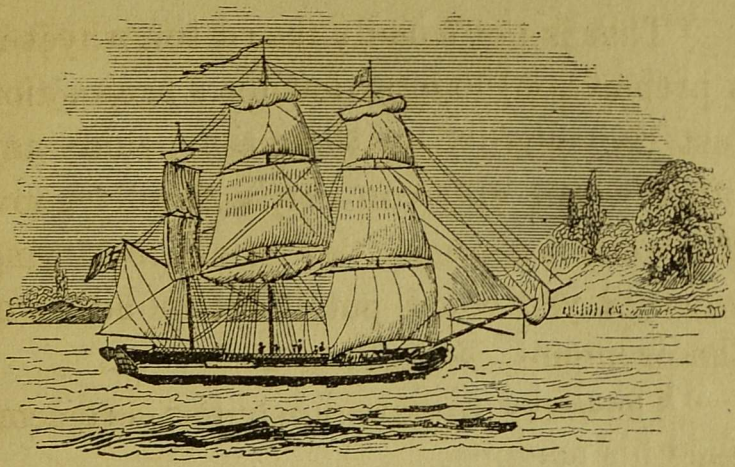
"That is not exactly the reason why it is a preposition, Fanny; for it is a preposition just the same when it comes before any other word; still you may generally know if a word is a preposition or not, by trying whether you could put it before either of the pronouns, *him*, *me*, or *us*."

"Those are pronouns, mamma, I remember."

"Yes, my dear; they are the personal pronouns used in a different form, which is called the objective case. *Me* is the same as *I;* only, we do not say *I* after a preposition; you would not say 'look at *I*,' you would say, 'look at *me*.' So *we* is altered into *us*, after a preposition, as 'look at *us*,' not 'look at *we*.' You may now begin the game, the subject for which is a ship."

"Here it is," said Herbert; "a ship in full sail, and some verses under it. How are we to practice with this, mamma?"

"You are each to read a verse in turn. and tell me all the prepositions in it."



"Look at this gallant vessel, now,
With all her sails unfurled;
Her freight is tea, from China sent
To this part of the world.

Boldly she sails around the globe—
Her highway is the sea;
Before her prow the sparkling waves
Are dashed right gallantly.

Now she is homeward bound, her crew
Upon the deck all stand;
They think of loved ones,—friends,—of home,—
Of England's happy land.

Above them flies the British flag,
The waves are green below.
Speed on, brave ship, with swelling sails—
How steadily you go."

When Herbert had finished these verses, he read over the first four lines again, and, after considering for some time, said—the prepositions were—*at, with, from, to,* and *of.*

"And how do you think I found them out, mamma?" said he.

"I shall be glad to hear, Herbert," replied his mamma.

"Well, then, I tried which words I could put *me* after, and I found it would not do after any words but those I have told you, and so I concluded that they were the prepositions."

Fanny tried the next verse, by the same rule, and found two prepositions, and those were—*around,* and *before.*

Herbert then read the third verse, and mentioned these words as prepositions—*upon,* and *of.*

"No forfeits yet!" cried Fanny. "You will have another prize, Herbert."

"And so will you, Fanny, if you mind what you are about."

"I shall mind," said the little girl; and having read the last verse, she said—"The prepositions are—*on* and *with*."

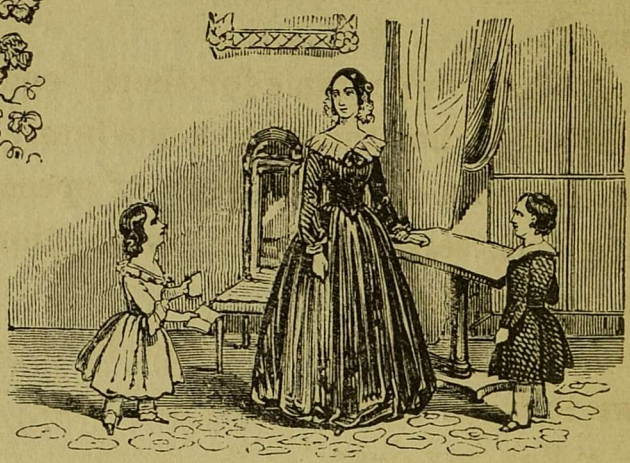
"You have missed two, Fanny;" said her mamma. "Go over the verse again."

"Oh, dear! mamma, I see;—we could say—'*above* me' and '*below* me;' so *above* and *below* are prepositions."

"To be sure, my dear; and if you had taken a little more time to consider, you ght have known that the words *above* and *below* denote position or place."

"Yes, mamma; I shall not make the mistake again."

SIXTH DAY.



"Oh, dear! oh, dear!" exclaimed Fanny, as she limped into the parlour, "I have struck my toe against a stair, and can hardly walk."

"I hope you are not much hurt, my dear."

"No mamma; but it is provoking to lose time, when I am in a hurry to renew the grammar game."

"It is so, I confess; and it is quite time to begin. Herbert has been studying by himself for the last ten minutes."

"And I find," said Herbert, "that we have but two more parts of speech to learn; the Conjunction and the Interjection."

"There is no game for them," continued Herbert, "but there are some funny verses to learn about all the parts of speech, and the last verse is about conjunctions and interjections."

"Oh! let me look," said Fanny; "are we to learn these verses, mamma?"

"Yes, my dear."

"But will you not tell us, first, something about conjunctions and interjections, mamma?" said Herbert.

His mamma replied that she would do so most willingly; and accordingly explained that conjunctions are words used chiefly to connect sentences together, that is, to make two or three sentences into one, as—

"I went out; *but* I did not stay long."

"Here are, in reality," she said, "two distinct sentences. 'I went out,'—'I did not stay long.' The meaning would be just

the same without the word *but*, which is of no other use than to join the two sentences together, and thus avoid the disagreeable effect that is produced by a short, abrupt manner of speaking. Conjunctions also join single words together, as, you *and* I; this *or* that; and in such cases they have a different meaning; for if we say, you *and* I, we mean both of us; but if we say, you *or* I, we mean only one of us. There are many conjunctions, which you will learn by degrees."

"And now pray tell us what interjections are, mamma?"

"When you came into the room, a little while ago, crying '*Oh, dear! oh, dear!*' that was an interjection, Fanny. They were mere exclamations of distress. I have heard you say, when any thing has surprised you, '*La! papa,*'—now if any one were to ask you what you meant by 'la' papa,'—you would be puzzled to tell your meaning; and, in fact, such expressions have no meaning, but are only sounds that

show the state of our feelings at the moment. All such sounds are interjections."

"Thank you, mamma; now we know all the parts of speech."

"Can you repeat them, Fanny."

"Yes, I think I can, mamma; I will count on my fingers.

"Article, one, Pronoun, five,
Noun, two, Adverb, six,
Verb, three, Preposition, seven,
Adjective, four, Conjunction, eight,
and Interjection, nine."

"Very well, indeed, my good little girl; it is a pleasure to teach children who are attentive and do not forget what they learn. Now, Herbert, suppose you read the verses."

"A Noun is the thing about which we converse;
And some nouns we can see,—such as these:—
Boy, river, hill, table, baby, and *nurse;*
And some are not seen, as *fame, pain,* and *breeze.*

The Adjective has its own place pointed out,
Where, if it is needful to know
What sort of a noun we are talking about,
Says, 'tis *handsome,* or *mean, good, high,* or *low.*

The Articles are but two odd little words,
A and *the*—as *a* father, *a* mother,
The beef, or *the* pudding, *the* children, *the* birds,
An uncle, *an* aunt, and *a* brother.

A Verb is an action, or what we can do;
We can *eat*, we can *drink*, *sing* a song;
And the state in which we may be, it means, too;—
I'm awake,—I am bruised,—I am strong.

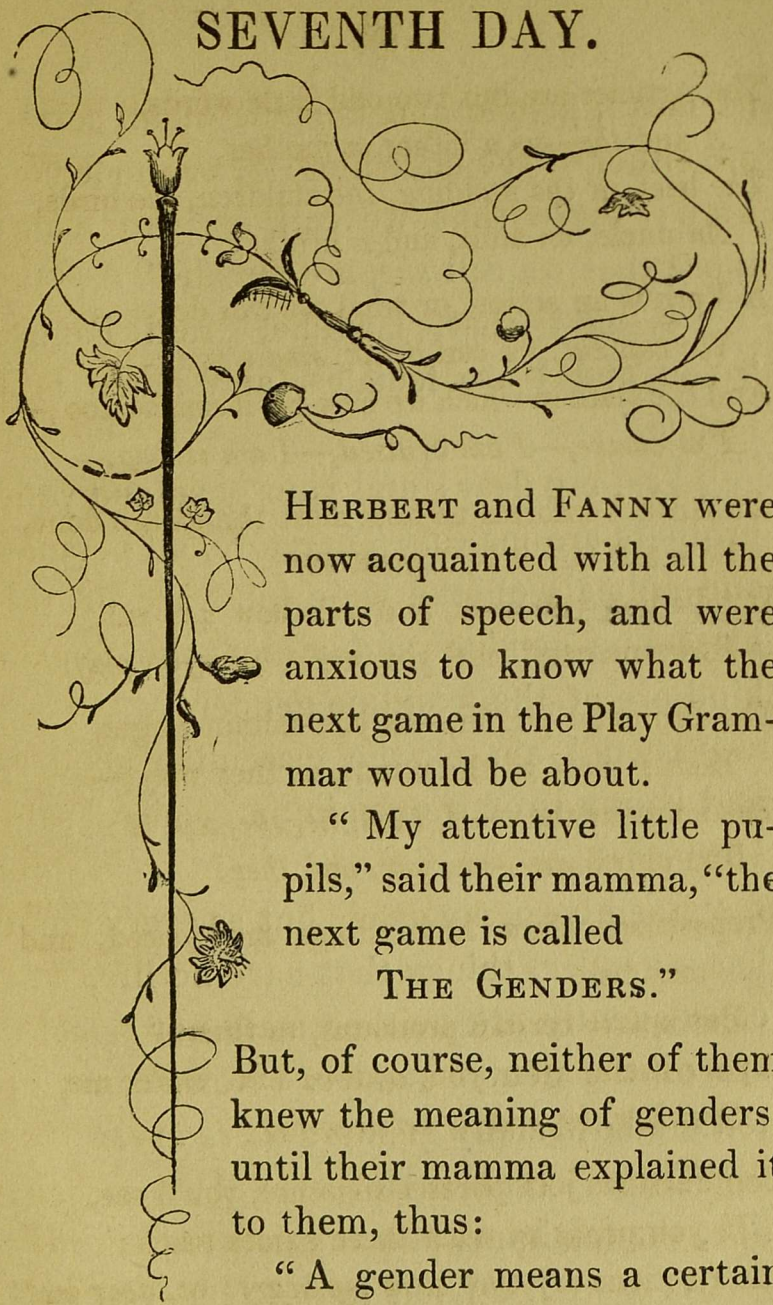
An Adverb informs us how most things are done,
So a tell-tale it is, I must say;
It tells how you walk, and tells how you run,
How you read, how you work, how you play.

The Pronouns pop in,—as you cannot forget,
Taking place of the nouns, as they may;—
The singular these—*I, thou, he, she,* and *it*;
The plural are—*we, you,* and *they.*

Prepositions show how things are placed, and may be
Put before certain pronouns, as thus—
Before them, *after* you, *against* him, *under* me,
Over her, *beyond* it, *between* us.

Conjunctions join phrases together, you'll see,
If you profit by what these games teach;
Interjections cry *Oh! bless my heart!* or, *dear me!*
And these are the Nine Parts of Speech."

SEVENTH DAY.



HERBERT and FANNY were now acquainted with all the parts of speech, and were anxious to know what the next game in the Play Grammar would be about.

"My attentive little pupils," said their mamma, "the next game is called

THE GENDERS."

But, of course, neither of them knew the meaning of genders, until their mamma explained it to them, thus:

"A gender means a certain kind. All things that have life,

(I mean, people and animals of all sorts,) are either of the male kind, or of the female kind; those that we call *he*, are male; those that we call *she*, are female."

"I knew that, mamma," said Fanny. "You and I are females, and nurse is a female."

"Yes, my dear; and your papa and your brothers are males. Therefore, all persons and animals of the male kind are of the masculine gender, and all of the female kind are of the feminine gender."

"Then I am of the masculine gender, and Fanny is of the feminine gender," said Herbert.

"Exactly so, my dear; but as every noun has a gender, things that have no life, and consequently are neither male nor female, are of the neuter gender. Now, can you tell me how many genders there are?"

"Three," replied Herbert; "the masculine, the feminine, and the neuter."

"Very well. What is the gender of this slate?"

"The neuter gender, mamma."

"And of our dog, Pompey?"

"He is of the masculine gender."

"And of Fanny's little kitten?"

"She is of the feminine gender, mamma."

"Just so; I see you understand the difference of gender; but before you begin this game, I must tell you a little more about nouns; therefore, first say, Herbert, what you understand by a noun?"

"It is any thing we can see, mamma."

"True, my dear; but, as is said in the verses you repeated, there are also many nouns which signify things that cannot be seen, such as *truth*, *wisdom*, *folly gratitude*. All these words are nouns."

"Oh, dear! mamma," exclaimed Fanny, "I fear it will be very difficult to distinguish them."

"No, my love; with the assistance of the articles, you may always ascertain them; for if you are in doubt as to whether a word is a noun, or not, you have only to try if you can put an article before

it without making nonsense. Let us see if we could not put an article before any of the words I mentioned just now; I think we might say, *the* truth, *the* wisdom, *the* folly, *the* gratitude."

"But, mamma," said Herbert, "I think I could put an article before a word that is not a noun."

"Suppose you try, Herbert; it will surprise me very much if it can be done grammatically."

"Why, I was just thinking that this is a capital knife; and you know *a* is an article, and *capital* is not a noun."

"No, my dear; it is an adjective, and it makes no sense without some other word added. You could not say, *a capital*, it would mean nothing; but you could say, *a knife*."

"Yes; I see the difference now," said Herbert. "I think I shall know what words are nouns, and what are not."

"And so shall I," said Fanny; "and the genders of them, to."

"I dare say you will, in a general way, my dear; and that is all we expect from beginners. Now, you may commence the game, which is to point out all the nouns, with their numbers and genders, that is, you must say whether they are masculine or feminine, singular or plural."

Herbert had already opened the book, and was studying his part, which ran thus:

"Here is an old man sitting by the stile, holding out his hat to beg. He holds his dog by a string, so I suppose he is blind.

"The lady has sent her little girl to give him some half-pence, and the poor old

man appears to be thanking her for the kindness."

"Now, mamma, shall I tell you the nouns?" said Herbert.

"Yes, my dear; first mention the word, then its number, then its gender."

"*Man*, is the first," said he; "it is the singular number, and masculine gender."

"Yes; that is right.—Go on."

Herbert continued—

"The next is *stile*, it is singular number, and neuter gender. Is that right, mamma?"

"Yes, my dear; you may go on without asking me: if you make any mistake, I will tell you."

"Thank you; *hat*, is a noun, singular number, neuter gender; *dog*, is a noun, singular number, musculine gender; *string* is a noun, singular number, neuter gender."

"Very well, Herbert; but it will take less time if you merely say the word, and singular or plural, masculine or feminine, without repeating noun, gender, and number."

"What, in this way, mamma? *lady*, singular, feminine."

"Yes, my dear."

Herbert proceeded—"*girl*, singular, feminine; *half-pence*, plural, for it is more than one half-penny, and neuter; *man*, singular, masculine. Is *kindness* a noun, mamma?"

"Herbert, I should like you to think for yourself."

"Why, I think it is—we could say, *the* kindness."

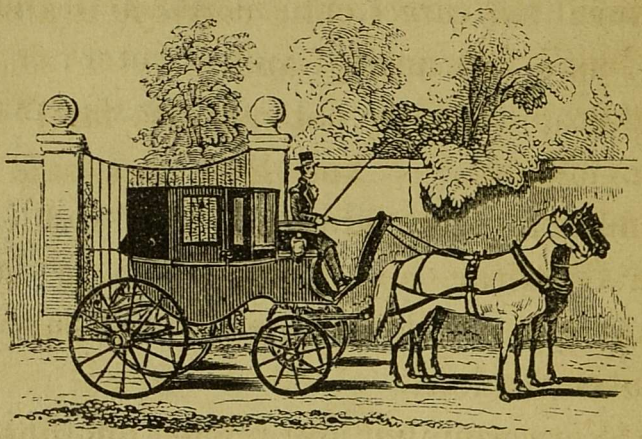
"Yes, certainly; and besides that, kindness is a quality we can talk about, which proves that it is a noun; for nothing but nouns can be made the subjects of conversation."

"And, mamma," said Fanny, "the verses Herbert read tell us that 'A noun is the thing about which we converse;' I shall remember that line."

"I dare say you will, Fanny; and also that a word which is not a noun, means nothing that can be talked about."

"Thank you, mamma; I think I understand; now, may I read my part?"

Mamma said "Yes," and Fanny read as follows:—



"There is a fine carriage. It belongs to the master of those mills. He is a rich and good man, who does many acts of charity. He is kind to the poor, for he remembers that his own father and mother were poor people, and that he was himself brought up in poverty. But he had great talents, and has gained all his wealth by his industry.

"Now, mamma, I am going to say the nouns."

"Take care you make no mistake, said Herbert; for I think some of yours are puzzlers."

"Do you?" said Fanny; "well, I shall take all the care I can; *carriage* is a noun, and *mills* is a noun,—and—"

"Stop, Fanny; not quite so fast;" said her mamma. "You have not said the number and gender of carriage."

"Oh, dear, no; I forgot;" replied the little girl; "it is singular number and neuter gender."

"Very well, but you missed one noun."

"Did I, mamma? oh! I see now,—the *master* is a noun, singular number, masculine gender."

"Yes; but you must pay a forfeit for the omission; and now go on, leaving out the words noun, number, and gender, as Herbert did."

"I will, mamma; *mills*, plural, neuter; *man*, singular, masculine; *charity*—charity is a noun, I think, for we can talk about charity as we can about kindness."

"Yes, Fanny, *charity* is a noun; but you have missed another."

"Have I? what can that be?"

"I know what it is," said Herbert; "it is *acts*,—we can say the acts, and we can talk about good acts and bad acts."

"Oh, la! another forfeit!" cried Fanny; "*acts*, a noun, plural number, neuter gender; *charity*, singular, neuter; the *poor*—poor must be a noun, for there is an article before it, and it is singular."

"No, Fanny, it cannot be singular, for it does not mean one poor person only, but it means poor people in general."

"Then it must be plural, mamma; but I do not see how it can be masculine or feminine, because there are both poor men and poor women."

"Very true, Fanny; therefore, we cannot give a gender to this word, which is, in fact, an adjective used as a noun; for when we say the poor, we mean the poor people; and if we said so, the word poor would then be an adjective."

"Can all adjectives be used as nouns?" asked Herbert.

"No, my dear; only a few, and they are chiefly words that imply some particular class of people, as, *the rich*—that is, all rich people; *the wise*—that is, all wise people. Rich and wise are properly adjectives; but when they are used in the manner I have just mentioned, they become nouns, and express in a single word both the adjective and noun. When we read of *the rich*, we all understand that it means the rich people."

"Thank you, mamma," said Herbert; "I understand now."

"So do I," said Fanny; "now I will go on—

"*Father* is the next noun, and it is singular, and musculine; *mother* is singular and feminine; *poor*—I do not think poor is a noun here, because it says, poor people."

"No, Fanny; it is an adjective there."

"I thought so, mamma; *people* is a noun, plural, and it cannot be any parti-

cular gender, because it includes both parents."

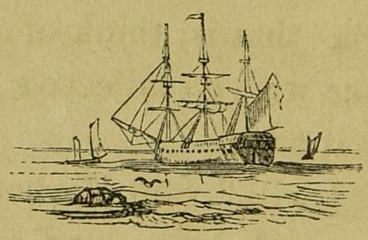
"Very well, my dear; we will leave out gender."

"I think *poverty* is a noun," said Fanny, after considering for some time; "for we can talk about poverty."

Her mamma said "Yes."

"Then, said she, "it must be singular and neuter; *talents* is a noun, plural and neuter; *wealth*, singular and neuter; *industry*, singular and neuter."

"Very well indeed, Fanny; I see that you will be an excellent grammarian by and by."



EIGHTH DAY.

"WHY, here's another game about Adjectives," said Herbert. "Comparing adjectives:—What does that mean, mamma?"

"First tell me, Herbert, what an adjective is."

"It is a word added to a noun, to tell what sort of thing the noun is."

"Yes," said Fanny; "you know we are told so in the verses we learned."

"Give me an example, Herbert; that is, think of some sentence with an adjective in it, and say it to me."

"I will," said Herbert; "this is a good slate: *good* is an adjective."

"Very well; you say it is a

good slate; but it is not the best slate that ever was made, is it?"

"Oh, dear, no! that it is not," said Fanny; "for cousin Tom's is a much better one; and Julia's music slate is the best of all, for we compared them all three together; and Tom said that Herbert's was a very good one, but that his was a better, and Julia's was the best."

"Well said, Fanny; I think you will not find much difficulty in comparing adjectives, for you have just done so without knowing it."

"Have I, mamma? how did I do it?"

"You said, one slate was good; another, better; and a third one, the best;—better, means more excellent than that which is good; and the best, means most excellent of the three."

"There, Herbert," exclaimed Fanny,—"am I not clever?—*good, better, best;* but have I any thing more to learn about these qualities, mamma?"

"Yes, my love; it will be useful to re-

member that they are called the *degrees of comparison*, because they are used to compare things that differ in quality; and you will also remember that every adjective may be expressed in these three ways: but I see your brother is in haste to say something; what is it, Herbert?"

"George says that Grammar is very easily learned; so this morning I took a peep into his book, to see if I could learn from it; and I read a little bit where I opened it, and learnt that the degrees of comparison are called, the *positive*, the *comparative*, and the *superlative*."

"Correctly remembered, Herbert," said mamma; "I declare it is difficult to decide which exhibits the greater attention, this morning, you or Fanny."

Herbert looked at Fanny with an expression of countenance which said, "am I not clever also?"

Fanny seemed to comprehend him, and, smiling, nodded her reply. She then begged of their mamma to mention what-

ever else they ought to know about the comparative adjectives.

"Your request pleases me," said her mamma.—"It remains for me to say that the *positive* is the simple adjective that expresses the quality of any thing; the *comparative*, expresses more of the same quality; and the *superlative*, the most of it—as if I were to say, 'my tea is *sweet*, your's is *sweeter*, but Herbert's is the *sweetest*:' I should then be comparing three cups of tea, all possessing the same quality of sweetness, but in different degrees."

The young folks wished to know if adjectives of the contrary kind, as, bad, or cold, were subject to the same rule.

To which inquiry their mamma answered by saying they were, thus:—bad, worse, worst;—cold, colder, coldest;—and the way to compare an adjective is this,—positive, cold; comparative, colder; and, superlative, coldest.

"Now, let me try one," said Fanny.

"With all my heart, Fanny; let me hear you compare the adjective *agreeable*."

"Yes, mamma :—positive, agreeable; comparative agreeabler—"

"No, my dear; we do not say agreeabler, and agreeablest; but more agreeable, and most agreeable. When the adjective is a long word, it sounds better to put *more* or *most* before it, instead of adding *er* or *est*, as we do to short words."

"Then," said Fanny; "I am to say,—comparative, more agreeable; superlative, most agreeable."

"Exactly so. Now, Herbert, you try one."

"Yes, mamma; shall it be a long one or a short one?"

"Which you please, my dear; choose one for yourself."

"Very well; then I will choose from these pictures; see, they each represent three things of a sort. Here are three dancing men; I think they are as droll as any. The word, of course, is *funny*,—Positive, funny; comparative, funnier; superlative, funniest."

FUNNY FUNNIER FUNNIEST.

"That is quite right, Herbert; so now, I suppose, you would like to begin the game."

"What shall we play for?" said Fanny.

"You may play for the hoop you asked me for yesterday, and I will give a stick into the bargain."

"Thank you, mamma. Now let us begin."

"Well, here are three kites. What adjective could you use in speaking of them, Herbert?"

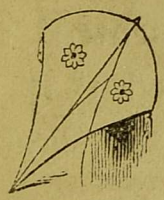
"They are big ones, mamma."

"Big is not the word, my dear. What do you say, Fanny?"

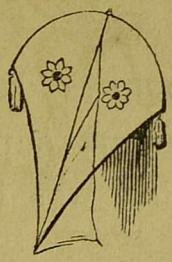
"*Large* ones, mamma."

"That is right; now compare the adjective *large*."

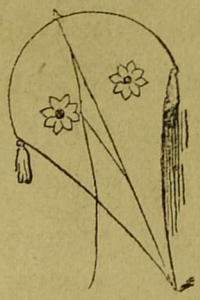
Fanny repeated it thus—



'POSITIVE, LARGE.

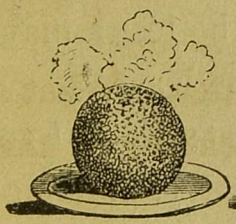


COMPARATIVE, LARGER.

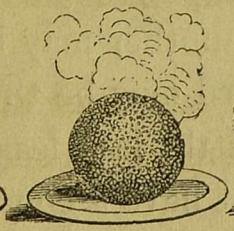


SUPERLATIVE, LARGEST."

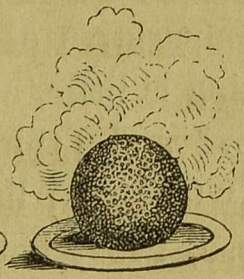
Her mamma gave her a counter, and went on to the second picture—of three plum puddings, which Herbert said, immediately, were hot. "For just look at the steam rising from them," said he; "and yet



HOT.



HOTTER.



HOTTEST.

they are not all hot alike; for you see there is more steam from this than that, and not so much from this one as from the

other two, so I should say,—hot, hotter, hottest."

The answer was right, and Herbert received a counter.

The next picture represented three young pigs. Fanny supposed that they were *fat*, but that was not the right adjective.

Herbert said "*greedy;*" but greedy was not the word.

"*Little* pigs," said Fanny; and, to her great joy, *little* was right. "But how shall I compare it?" said she; "must I say—Positive, little; comparative, bigger?"

"Oh, dear, no, Fanny; bigger is the comparative of big, not of little. If one thing is little, another may be less; may it not? and a third may be the least."

"Oh! yes; little, less, least; then, I suppose, I may not have a counter, mamma?"

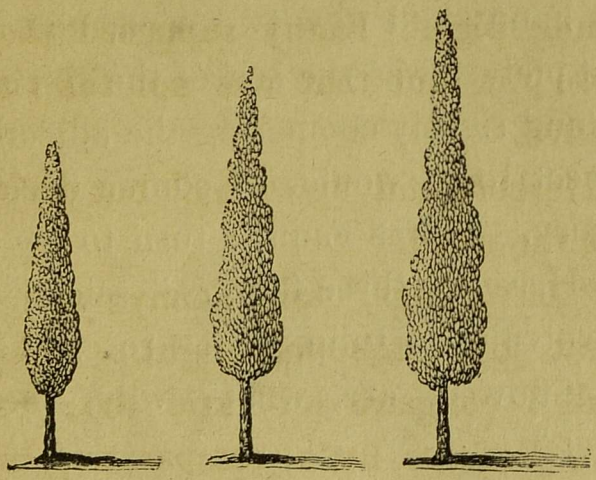
"Not this time, Fanny; now, let us see what the next picture is. Three poplar trees of different heights. What can you say about them, Herbert?"

"They are high trees, mamma."

"They are high trees, certainly; but that is not the word required now."

"Is it *tall?*" said Fanny, eagerly

"Yes, it is tall, my dear."



TALL. TALLER. TALLEST.

"Now I shall get my other counter," said she; "for I shall say this properly,—Positive, *tall;* comparative, *taller;* superlative, *tallest.*"

Three butterflies were the next objects of attention; and Herbert said, "The yellow one was *pretty*, the brown, *prettier*, and the blue-and-black, the *prettiest* of them all."

PRETTY.

PRETTIER.

PRETTIEST.

Herbert received a counter, so that he and Fanny had now two each, and as the next picture was the last of the six, a naming and rightly comparing the adjective, in respect to it, would, of course decide the victory. It was Fanny's turn to try first.

"Here are three flowers," said she; "a convolvulus, a tulip, and a rose.—Let me see,—flowers are, what? why, they are sweet."

"No doubt they are sweet," replied her mamma; "but that is not the right word, Fanny."

"They are gay," said Herbert.

"Some flowers are, my dear; but we could scarcely call a rose gay, although the word might apply to a tulip."

Fanny then thought it might be charming; and Herbert, lovely; but neither was right.

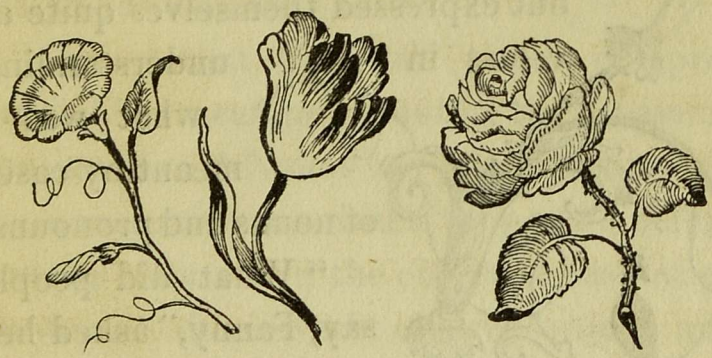
"They are beautiful," said Fanny.

"Yes, *beautiful* is the word, Fanny What is the comparative degree?"

"*More beautiful*, mamma."

"And the superlative?"

"*Most beautiful;* so, I suppose it means that the convolvulus is *beautiful*, the tulip *more beautiful*, and the rose the *most beautiful*."

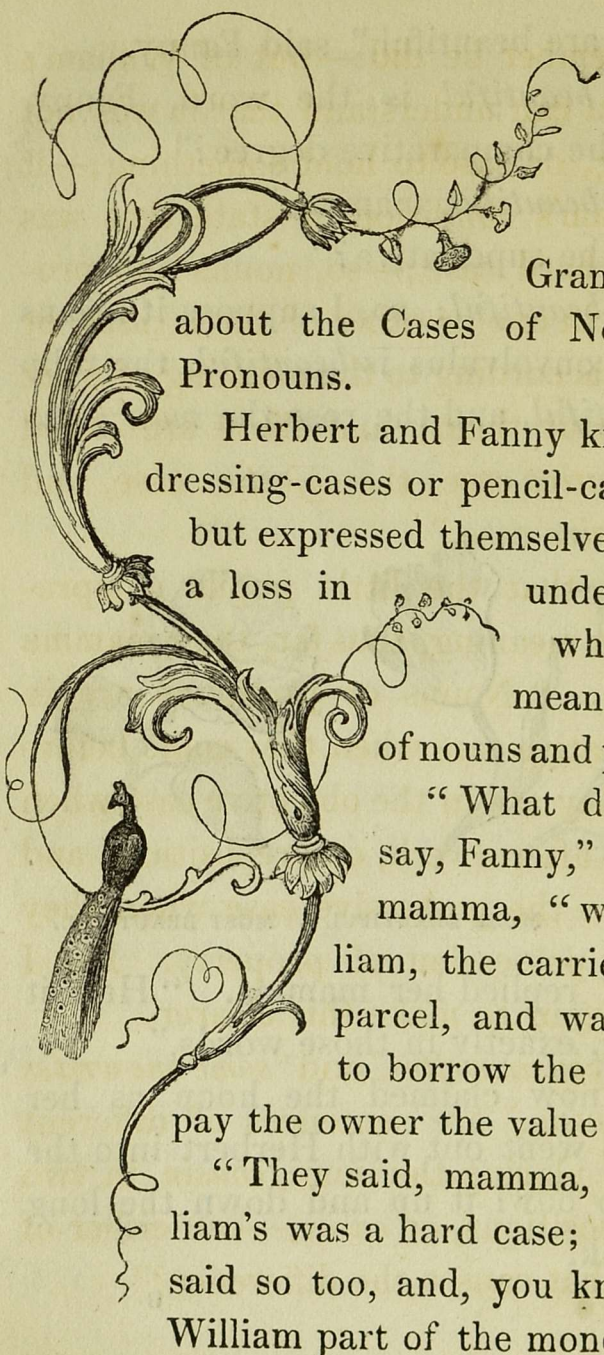


BEAUTIFUL. MORE BEAUTIFUL MOST BEAUTIFUL.

"Yes;" replied her mamma. "Here it is, you see, exactly in those words."

Fanny now claimed the hoop as her prize, and went out with Herbert into the garden, to bowl it up and down the long gravel walk.

NINTH DAY.



THE ninth game in the Play Grammar was about the Cases of Nouns and Pronouns.

Herbert and Fanny knew what dressing-cases or pencil-cases were, but expressed themselves quite at a loss in understanding what was meant by cases of nouns and pronouns.

"What did people say, Fanny," asked her mamma, "when William, the carrier, lost a parcel, and was obliged to borrow the money to pay the owner the value of it?"

"They said, mamma, that William's was a hard case; and papa said so too, and, you know, gave William part of the money."

"I remember he did:—but of William's case:—you can understand that it was not a covering, or case to hold something;—it was William's condition or state that was called his hard case;—so, nouns and pronouns are in one or other of three *cases*, or positions, according to the meaning of what is said about them; and these are called the *nominative* case, the *objective* case, and the *possessive* case."

Finding that the little pupils comprehended her meaning, thus far, their mamma continued: "Nouns or pronouns are in the nominative case when they come before a verb; they are in the objective case when they come after a verb, or preposition; and they are in the possessive case when they imply the possession of property. But I will endeavour to make this clearer.

"'*Your cousin writes*,' and '*some one writes to your cousin*,' are sentences of different meanings, placing the noun, *cousin*, in two different positions, or *cases*;—can either of you say what causes the difference?"

A rather long silence followed the question; and neither of the children seemed willing to venture a reply. At last, Fanny, as talking to herself in an under tone, was heard to say something about nouns and pronouns coming before verbs. Her mamma, observing which, said, "I fancy you are thinking rightly, my dear, so let Herbert and me have the benefit of your thoughts."

Thus encouraged, Fanny spoke out boldly:—"The noun, *cousin*, in the first sentence, comes before the verb, and it is that

which causes it to be in the nominative case;—in the other sentence, 'some one writes to your cousin,' the noun, *cousin*, comes after the verb and a preposition, and therefore it is in the objective case."

"Prettily explained," said mamma; "and, in addition,—were the pronouns used instead of the nouns,—in the first sentence it would be *she*,—in the second, *her*.

"When I say 'the sun shines;' *shines*, a verb, following the noun *sun*, places the *sun* in the *nominative* case.

"Or, when I say, 'the clouds hide the sun;' the noun, *sun*, coming after the verb *hide*, places it in the *objective* case.

"The *possessive* case you will know by its implying the possession of something by a noun or pronoun, as,—'this is *my* book;' 'the success is *yours;* 'the misfortune is *William's*.'"

"Well," said Fanny, "I did not think it could be made so plain to understand as it is."

"I have no doubt that you will soon comprehend the difference of cases; I will ask you a question or two before you begin the game.

"If I say—'we bought some flowers this morning;'—which is the *verb* in that sentence, Fanny?"

"*Bought*, mamma."

"And the nominative is *we*," said Herbert.

"Yes, my dear; *we* is a pronoun in the nominative case. Now, Herbert, tell me what part of speech *flowers* is."

"A noun, mamma, plural number."

"And what case?"

"The objective case, I think, mamma."

"It is; because it comes after the verb, and is the object of the action. The flowers were the things that were bought; and we were the persons who performed the action of buying them."

"I think I understand the difference, mamma," said Herbert.

"I think I do, too," said Fanny.

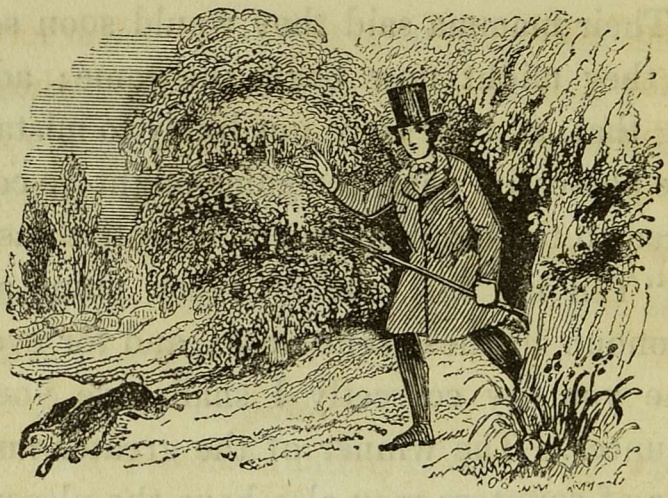
Their mamma said they would soon see, as they might now begin the game; adding that, as they were not likely to mistake the possessive case, the game might be confined to the nominative and objective cases.

"Tell me the case of every noun and pronoun in these sentences; and for every one you say correctly I shall give you a counter. The winner of the greater number of counters may also have the pleasure of giving this sixpence to poor old Dame Hutchins."

The children were delighted at this promise, for nothing pleased them more than being able to assist this poor woman, who was blind, and had very little other means of support than knitting shoes for infants, by which she could earn but a very scanty pittance.

"I will begin," said Fanny.

"The man has shot a hare." *Man* is a noun in the nominative case, because it comes before the verb, *shot*. Here he is, you see, in the picture, with his gun; and here is the poor hare lying dead."



"A piteous sight, indeed, Fanny," said her mamma; "I think we might say that the hare was in a very unlucky case; but as there is no such case as that in grammar, we must find another name for it."

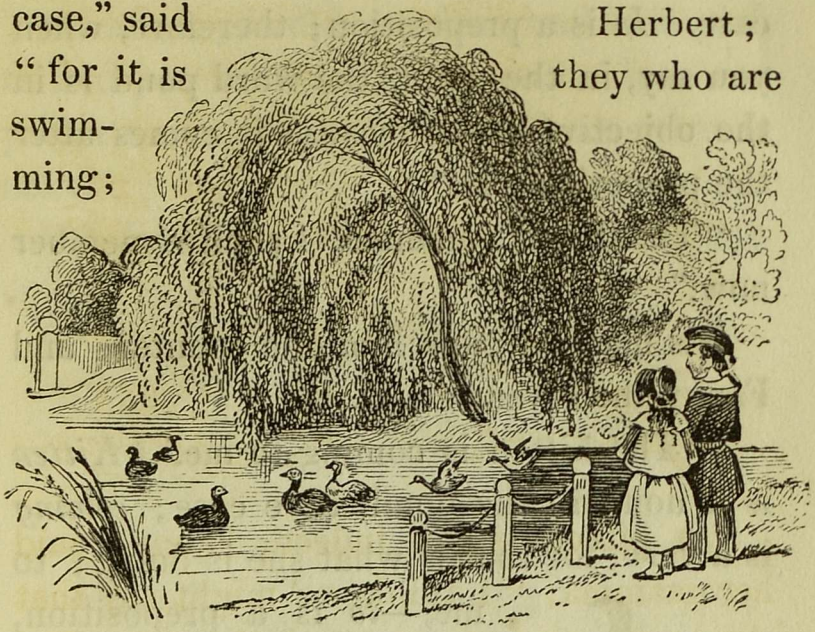
Fanny laughed and said, "I know what case it is, though; it is a noun in the objective case; for the hare was the object that the man shot, and comes after the verb."

"Very well, my dear; you are entitled to two counters."

The next was, "The ducks are swimming in the pond."

"*Ducks* is a noun in the nominative

case," said Herbert; "for it is they who are swimming;



and *pond* is a noun."

"But in what case is *pond*, Herbert?"

"Objective case, I suppose, mamma."

"You suppose, my dear? then you are not quite sure, and that shows you do not know *why* it is in the objective case; for if you knew the reason, you would feel no doubt about it."

"I do not know the reason," said Herbert.

"Then, I will tell you, my dear boy. Every noun and pronoun, with a preposition before it, must be in the objective

case. *In* is a preposition; therefore, when you say, in the pond, the word pond is in the objective case, because it comes after the preposition *in*."

"Thank you, mamma, I shall remember now."

His mamma gave him one counter; and Fanny then went on.

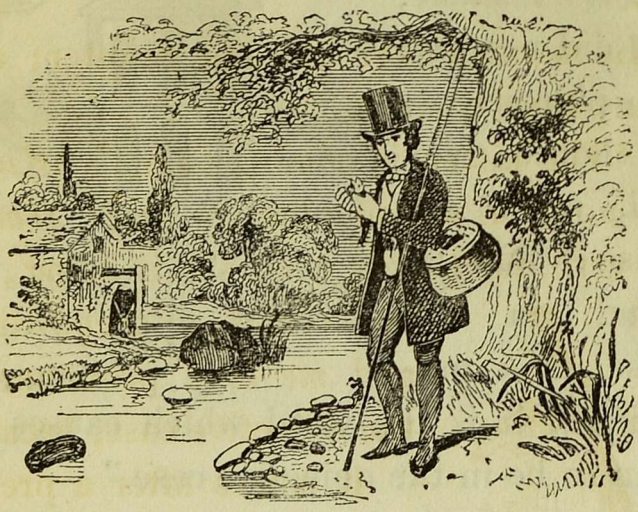
"'The kitten is coming to me.' *Kitten* is a noun in the nominative case; *coming* is a verb, for that is what she is doing; to me,—*to* is a preposition, and *me* is a pronoun, in the objective case, because it comes after a preposition."

"Yes, Fanny; and thus prepositions *govern* nouns and pronouns in the objective case; that is, oblige them to be in that case.

"Oh, yes, mamma, I remember, it is the first person singular, because it is the same as *I*, only we do not say 'to *I*,' we say, 'to *me*.' You know we learned that before."

"I know you did, my dear, and I am glad to find you have not forgotten it; here are your two counters. Now, Herbert, what is next?"

"A fisherman, mamma; the reading says

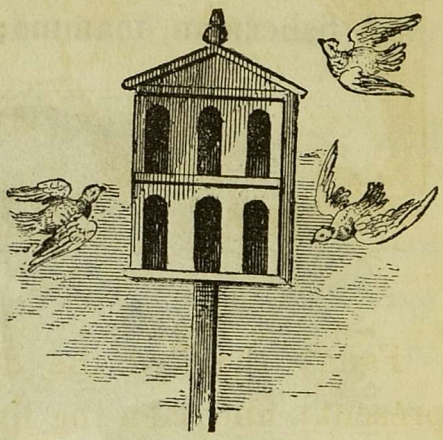


'he has caught a Jack.' *He* is a pronoun, third person singular, nominative case; *Jack*, is a noun, in the objective case; because it comes after the verb. I know, now, you see."

"I see you do, Herbert; and am very glad of it. Now, Fanny."

"Here is mine, mamma. 'The Pigeons

fly round the house.' *Pigeons* is a noun, in the nominative case, third person, plural; and *house* is a noun, in the objective case, because it comes after the verb *fly*."

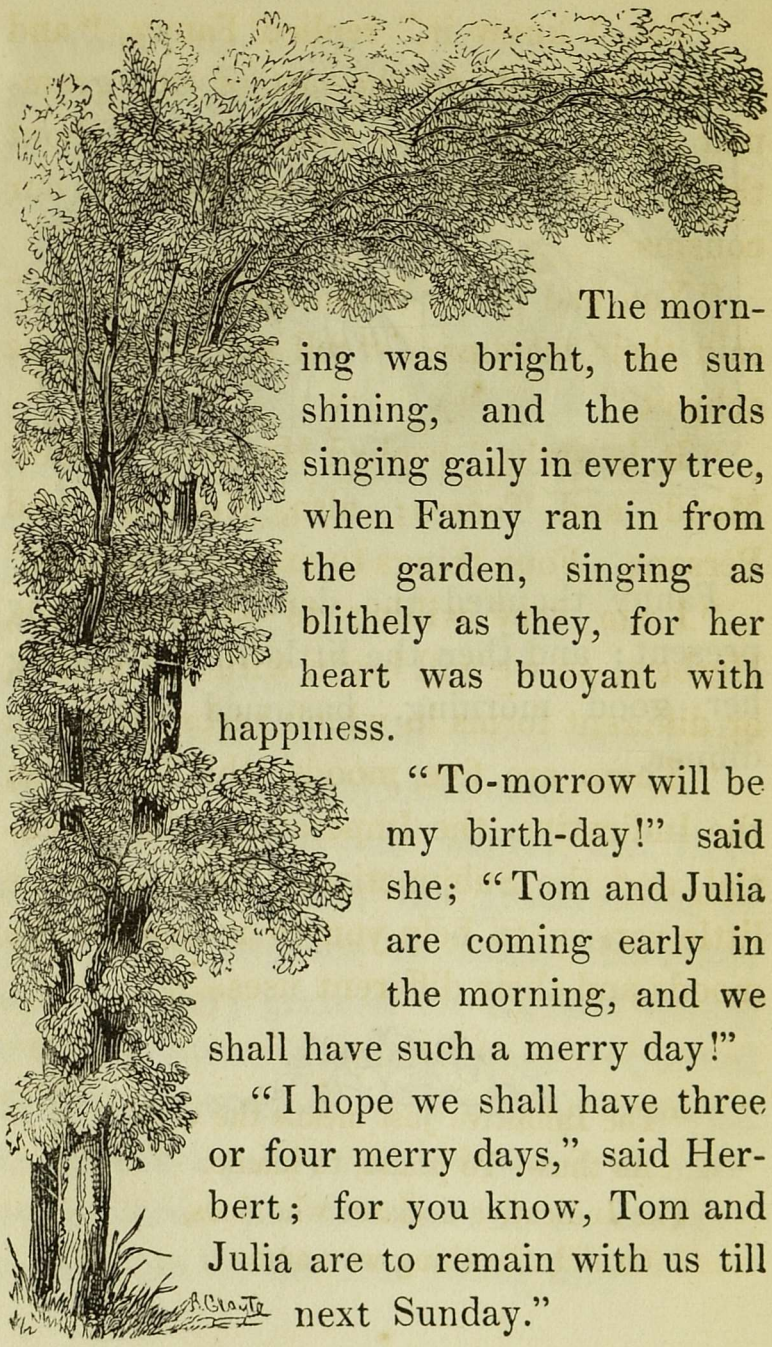


"No, Fanny, that is a mistake, you did not say, the pigeons fly the house; you said, *round* the house; and as round, in this sense, is a preposition, it is the word which causes the noun to be in the objective case."

Fanny thus lost one counter, and Herbert, therefore, had the gratification of giving the sixpence to Dame Hutchins, who was very grateful for it; and taking the two visitors into her cottage, requested Fanny's acceptance of a pair of mittens, knitted in a pattern with worsted of various colours. She had made them, she said, on purpose for her dear young lady.

Fanny thanked the dame for the gay present; and then the little folks, wishing her good morning, hastened home to dinner.

TENTH DAY.



The morning was bright, the sun shining, and the birds singing gaily in every tree, when Fanny ran in from the garden, singing as blithely as they, for her heart was buoyant with happiness.

"To-morrow will be my birth-day!" said she; "Tom and Julia are coming early in the morning, and we shall have such a merry day!"

"I hope we shall have three or four merry days," said Herbert; for you know, Tom and Julia are to remain with us till next Sunday."

"Yes, I know it," replied Fanny, "and to-day we shall do the last of our grammar games, so that we shall know all about them, and be able to show them to our cousins."

"You had better begin now, my dears," said their mamma;—"tell me what is the subject?"

"It is verbs," replied Herbert; "their Moods and Tenses; also, Numbers and Persons. Four things to explain, mamma."

"I am very willing to explain them, Herbert, so we will begin with the moods, or different forms in which verbs are used.

"There are five moods, the Infinitive, the Indicative, the Imperative, the Potential, and the Subjunctive. Here are some little verses, to help you to remember the moods and their different uses.

"The Infinitive just means the verb
As thus—To praise, to blame.
The Indicative declares who does,
Or did, the thing we name.

The mood Imperative is, when
  Some person we desire
To do a thing—as, *Go* to bed,
  Get up, or, *stir* the fire.

The mood Potential doth express
  What *may* or *can* be done,
As—you may go, or, I can ride,
  Or, we can skip and run.

The mood Subjunctive doth imply
  Uncertainty, as thus—
If it *should rain*, we *could* not *go*,
  Nor *would* they *come* to us."

Herbert said he should learn these verses by heart, as it would be a capital way to remember the names of the moods.

"Then you understand," said his mamma, "that the infinitive mood is simply to mention a verb, without any reference to persons, in this manner—*to eat*, *to speak*; without saying who eats, or who speaks."

Herbert and Fanny both said they understood this quite well.

"The next thing to consider," said their

mamma, "is the meaning of tenses. Tense means Time. There are three divisions of time, the present, the past, and the future; and every verb may be used with reference to any one of them. When we say, we are doing a thing now, the verb is in the present tense; if we say, we did it yesterday, or at any time that is gone by, the verb is in the past or imperfect tense; and if we speak of intending to do the same thing to-morrow, or at any time to come, the verb is in the future tense."

"Then, there are three tenses," said Fanny.

"There are three principal tenses, my dear, and some others that are only variations of those three."

"Now, what are the numbers?" said Herbert.

"The number and person of a verb," replied his mamma, "is aways the same as the number and person of its nominative; so that if you say, I laugh, the verb *laugh* is first person singular, because *I* is

first person singular; but if you say, we laugh, then the verb is first person plural, because *we*, which is its nominative, is the first person plural:—therefore it is, that a verb always *agrees* with its nominative in number and person."

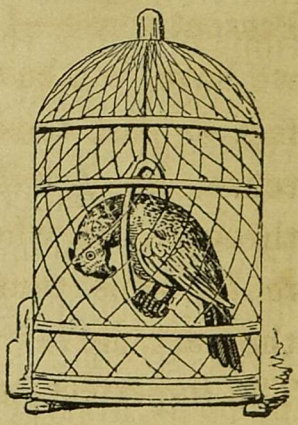
"Thank you, mamma; "may we begin the game now?"

"Yes, you may. It is to point out all the verbs, and tell their moods, tenses, numbers, and persons."

They now commenced the game, which was all in little couplets of this kind:

"I see a parrot in a cage,
He looks as solemn as a sage."

"*See* is a verb," said Herbert. "Now, I must look at the verses to find what mood it is. It is not the infinitive, for that would be *to see;* I think it is in the indicative."



"Yes, it is; but you only guessed it to be so, Herbert; therefore, to give you a clearer notion of the subject, I will conjugate a verb to you; that is, I will repeat it through all the moods and tenses; and then the game will be more easily played."

"Do, mamma, if you please."

"First, I must tell you that there are two verbs of which I have not yet spoken; one is *to have;* and the other is, *to be;* and they are called auxiliary or helping verbs, because they help to conjugate all the others."

"They are very useful then," said Fanny.

"Yes, they are very useful, indeed, my dear. We say them in this manner:—Present tense—I have, thou hast, he has; we have, you have, they have. The imperfect or past tense, is—*I had.* The future tense, is—*I will have.* And so we go through the whole verb. Then the verb *to be,* runs thus:—Present tense—I am, thou art, he is; we are, you are, they are. The imperfect tense, is—*I was.* And the

future tense, is—*I will be.* You must learn to repeat these verbs all through, some other time. It is enough for our present purpose, that you should know they are verbs."

"We shall know, now, mamma," said Herbert; "but you were going to say a verb to us, to make us understand the game better."

"Yes, my dear; I am now going to do so; and it may as well be the verb, *to see.* We begin with the Infinitive mood, which has two tenses,—the *present,* and the *imperfect;*—the present is, *to see;* the imperfect is, *to have seen.* The infinitive mood of most verbs is formed in the same manner; so that in learning how to say one, you learn how to say all.

"The Indicative mood has six tenses, or times,—the *present,* the *imperfect,* the *perfect,* the *pluperfect,* the *future,* and the *second future.* The present relates always to the time when we are speaking, as *I see* meaning that I am seeing now, at this m-

ment. And if we go through the *persons* of the tense, we should then say, I see, thou seest, he sees,—we see, you see, they see. The imperfect tense relates to time past, as, I saw, thou sawest, he saw,—we saw, you saw, they saw.

"In the perfect and pluperfect tenses, the verb *to have* is used,—the perfect is, I have seen, thou hast seen, he has seen; we have seen, you have seen, they have seen. The pluperfect is, I had seen, thou hadst seen, he had seen;—we had seen, you had seen, they had seen.

"I think I could repeat the tense," said Herbert, "if you would tell me the beginning of it."

"Very well, Herbert; you may try."

"And may I try, too, mamma?" asked Fanny.

"Yes, my dear; but let me first tell you what are the other two tenses in the indicative mood,—the future tense, and the second future tense. You say the first, Herbert;—it relates to a time to come,—

which we always express in verbs, adding shall or will, as, I *shall* see, or I *will* see."

Herbert went through the tense very readily, thus:—I will see, thou wilt see, he will see; we will see, you will see, they will see.

"Now, what is mine?" said Fanny.

"The second future tense, Fanny; it begins—I shall have seen."

"Oh! I must be careful; but I think I can say it.—I shall have seen, thou shalt have seen, he shall have seen; we shall have seen, you shall have seen, they shall have seen."

"Quite right, my dear. Now we come to the Imperative mood, which has but one tense, as it is used only by way of request, or command, as when I say, come here; go out; learn that lesson; *come, go, learn,* are verbs in the imperative mood. The way to say this mood is as follows:—'let me see, let him see, let us see; do you see, let them see.

"Now, the next is the Potential mood, which begins—I may or can see."

"Let me go on," said Herbert.

"There, Herbert," said his mamma; "you spoke in the imperative mood, then; you said, 'Let me go on.'"

"So I did," said he; "it is easy enough, then, after all; but the potential mood, mamma."

"It has four tenses, Herbert; the *present*, the *imperfect*, the *perfect*, and the *pluperfect*. The present is, I may or can see; the imperfect is, I might, could, should, or would see; the perfect is, I may have seen; and the pluperfect is, I might have seen. We need not go through all the persons of these tenses, as you now know the order in which they follow each other."

"Is that all?" enquired Fanny.

"No; there is the Subjunctive mood, which is when one verb is subjoined, or comes after another, the second of which depends on the first. I mean, that we may say, we will perform some act upon certain conditions; for instance, you might

say to Herbert, 'If you play, I will play, too.' The verb that has *if* before it, is in the subjunctive mood. The tenses of the subjunctive mood are like those of the indicative."

"We shall go on better with the game, now," said Herbert. "I will begin again:

"I see a parrot in a cage;
He looks as solemn as a sage.

"*See*, is a verb, indicative mood, present tense. Let me consider, is there any thing else?"

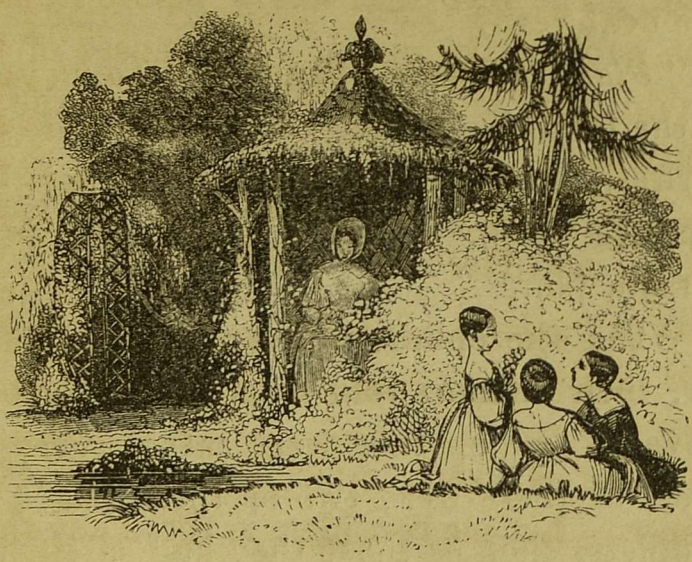
"Yes, Herbert; the person and number."

"Oh, yes; I remember. A verb is of the same person and number as its nominative; *I* is the nominative, so it must be the first person, and singular number."

"It is sufficient to say, 'first person, singular,' my dear."

"Very well, mamma; the other verb is, *looks*. *He looks*. It is third person, singular, indicative mood, and the present tense."

Fanny then read the next couplet.



" They went into the fields to play,
And tumbled in the new-mown hay.

" *Went*, is a verb," said she; " third person, plural, because its nominative is *they*, and that is third person, plural."

" But you have not said the mood and tense, Fanny."

" It is in the indicative mood, mamma; and, I think, the imperfect tense, because it does not mean *now* :—and besides this,—neither of the words *have* or *had*, which are the signs of the perfect tense, are used."

"That is right, my dear; well, what is the next verb?"

"*Play*," answered Fanny. "*To play*, it is the infinitive mood. Then, *tumbled* is a verb; it means, they tumbled; so it is indicative mood, imperfect tense, and third person, plural."

When the children had proceeded thus far, their mamma told them it was time to leave off, which they were rather sorry to hear, as there were two or three pages of couplets, such as those they had just read, with a pretty picture to each of them.

"May we have them, to play with by ourselves?" said Herbert.

"Yes, my dear; and when you learn grammar from books, that would now be difficult for you to understand, I think you will find the subject pleasing, from having first studied it in these little games."

In the evening, Herbert and Fanny told their papa that they had each gained the same number of counters; therefore he allowed them to go through the rest of the

game with him, and was so well satisfied with the manner in which they acquitted themselves, that he gave to each a new story book; and these books, together with the Play Grammar, afforded much amusement during the visit of their little cousins.

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